

world survey of education

handbook of educational
organization and statistics

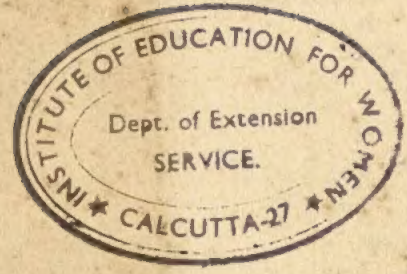
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This new and greatly enlarged edition of the *World Handbook of Educational Organization and Statistics*, 1951, is an indispensable reference book for educators and for educational authorities. It contains up-to-date descriptions and statistics for the educational systems of almost two hundred countries and territories. The core of each national entry is a set of statistics: a summary table showing the number of schools, pupils enrolled, teachers, and, wherever possible, additional tables on the age-sex distribution of pupils, enrolment in higher education by faculties, and public expenditure on education. A descriptive text outlines the main features of the country's system of education, and the information is supplemented by a bibliography, a diagram of the school structure and a short glossary of terms. The volume thus serves both as an introduction to the educational system of a particular country and as the basis for securing a regional or world-wide view of the present status of education.



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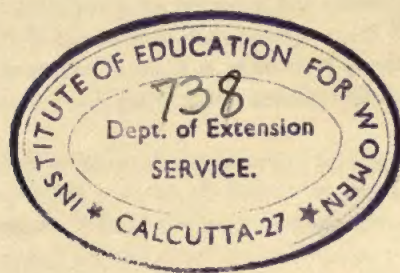
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WORLD SURVEY OF EDUCATION

WILLIAM SURVEY OF THE TOWN

WORLD SURVEY OF EDUCATION

*Handbook of
educational organization and statistics*



U N E S C O

*Published in 1955 by the United Nations
Educational, Scientific and Cultural Organization
19 avenue Kléber, Paris-16^e
Printed by Les Petits-Fils de Léonard DANIEL - Loos (Nord)*



PREFACE

In 1952 Unesco published the *World Handbook of Educational Organization and Statistics*, following an enquiry by questionnaire sent to Member States in 1950. The volume contained descriptive and statistical information on 57 States. While the work was in progress, the techniques of collaboration between national authorities and an international secretariat were rapidly extended and improved.

The General Conference of Unesco, at its Seventh Session in Paris, November-December 1952, passed a resolution (1.121) instructing the Director-General :

To undertake, in collaboration with the appropriate national and international bodies, comparative studies of a general or specialized nature, having an essential bearing on questions included in the education programme of Unesco, or submitted to Unesco by the United Nations.

In conformity with this resolution the present volume has been prepared and published in English and French. The rather cumbersome title of the earlier volume and the greatly expanded contents of the present one have made a change of title desirable. This, then, is the 1954 edition of a *World Survey of Education* which it is hoped will be produced at three-yearly intervals in future.

The publication is the result of planned collaboration between the educational authorities of the States composing Unesco—both National Commissions and Ministries of Education or of Foreign Affairs—with the Unesco Secretariat as a co-ordinating point. Throughout the book it is standard practice to cite the responsible body and the source for each section of material ; the reader will gather, in turning the pages, how considerable a combined effort the book represents.

In the common interest, the handbook goes beyond the Member States of Unesco and the territories they administer. Questionnaires or draft texts have been sent to all States in the world. Such drafts were based on official published sources available to the Secretariat. Where the government has not replied, or has not amended the draft submitted to it for revision, the text prepared by the Secretariat is printed in this volume, special care being taken to document the statements and figures presented.

STYLE CONVENTIONS

STATISTICAL TABLES

The following symbols are common to all tables:

Data not available ...

Magnitude nil (or negligible) —


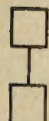

Category not applicable .

Provisional or estimated figure *

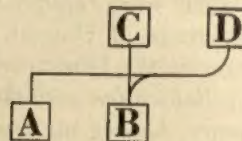
Wherever financial data are given, conversion rates of national currencies in terms of U.S. dollars are supplied.

SCHOOL ARTICULATION DIAGRAMS

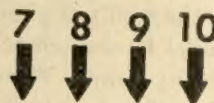
These are fairly homogeneous throughout the book, and the main elements are:

-  a class of one year's duration
-  unbroken ruled line for passage of pupils from one class to next higher class
-  heavy dot in line to indicate examination

The connexion between different school types is shown by a vertical line or by an horizontal line curving into vertical (thus: pupils from A can go to D but not C; pupils from B can go to C or D).



An age scale appears at the top of each diagram, showing the approximate age of pupils enrolled in the appropriate class of each type of establishment.



GLOSSARIES OF SCHOOL TERMS

Each school articulation diagram is accompanied by a 'national glossary' which defines the terms employed in the diagram according to the principles set out on page 44.

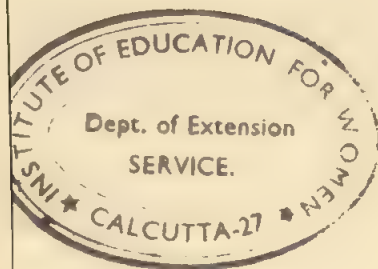
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The aims of this publication are briefly expressed in the title and sub-title that have been adopted after some searching for the most appropriate words.

A world-wide survey of education may be considered a somewhat visionary aim. The cultures and the political units composing our world are so varied that few attempts have been made to sum up or derive generalizations about the aspect of cultural experience which is embodied in educational systems. Yet the post-war growth of collaboration between nations, within the framework of the United Nations, its Specialized Agencies and several regional organizations has made a global survey increasingly necessary. Naturally enough, when leaders meet in international conferences to discuss problems and frame social and political programmes, they have to be sufficiently informed to see the 'whole' issue—and that inclusive adjective carries at least two connotations: that many parts of the world, or maybe all of it, will be borne in mind at once; and that the full human significance of a measure, in terms of human activities, strivings and needs, will never be lost sight of. Accurate information presented in a comparable form—the global survey—is then something more than an academic exercise. It becomes the indispensable basis of action for the common welfare of mankind.

To arrive at this integral view of the world and to make valid analyses are no easy achievements. The United Nations *Demographic Yearbook*¹ is one basic step towards the compilation of the needed data. A more interpretative piece of work was set in train in 1949 and 1950 when the General Assembly of the United Nations and the Economic and Social Council decided to examine the main factors affecting standards of living. A survey was made under the title *Preliminary Report on the World Social Situation*.² The document is brief, yet it ranges over most of the world, embraces the principal elements that make up social welfare—health, food and nutrition, education, employment, housing—and draws conclusions on trends and problems. With the broad, bold sweep of

such a survey before them the makers of social policy may act with a clearer understanding of the reasons for and consequences of their actions.

These are, however, first steps only. The *Preliminary Report on the World Social Situation* shows clearly how great the gaps are in our knowledge, how cautiously the information now available should be interpreted. The several component parts of the whole—education, health and so on—have to be subjected to more detailed study before further progress is possible. And Unesco, as the Specialized Agency concerned with education, has engaged on the *World Survey of Education* in an attempt to compile and standardize information which will, in the long run, contribute to the purposes of the United Nations.

The reader who has paged through this volume may feel that the contribution is modest indeed—no more than three general chapters at the beginning and a glossary at the end, the bulk being taken up by 194 national or territorial chapters. Such a criticism contains some truth. A world survey has to be built up synthetically from information for each and every part of the world; and the amount of comparable material susceptible of being summarized globally is still limited. The first chapter presents the survey proper, the second and third examine problems and possible lines of attack from the educational and the statistical points of view. But the survey does not end there. The national sections have been constructed on a common pattern so as to prepare the ground for further generalization in the future, and even in the present text a great amount of comparable data will be found extending over a large number, although not all, of the countries.

It is at this point that the second aim of the work becomes evident. The separate national sections have a value of their own. Those concerned with deciding and carrying out educational policy in a given country may expect to find certain international generalizations or norms in the earlier part of the *World Survey of Education*, but they will soon wish to examine in greater detail the situation of a few countries which more nearly resemble their own. This is equally true in the case of educators and students who have a professional interest in the educational provisions of one or more foreign countries. The need for a standard reference work on educational systems is considerable. It arises, basically, from the need to learn

1. United Nations/Nations Unies. *Demographic Yearbook. Annuaire démographique*. New York. 1948 to date.

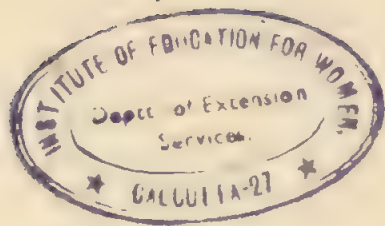
2. United Nations. Economic and Social Council. Social Commission, 8th session. *Preliminary Report on the World Social Situation with Special Reference to Standards of Living*. (E/CN.5/267/Rev.1.) New York. 1952. 180 p.

from the experience of others—evidenced by the movement of students and teachers across frontiers, in the exchange of publications and even of correspondence. These activities continue to grow, and it may be that the present work will help in a small measure to make such contacts more frequent and fruitful.

For a small group, the students of comparative education, the understanding and interpreting of educational practices in differing cultural contexts become principal

objects of study. It is only through the past work of comparative educators that it is now possible to propose such aims as those implied in the title of this volume. The *World Survey of Education* should in turn bring a contribution to comparative education—not only by marshalling a large amount of material which is difficult of access, but particularly by posing so many problems and by serving as a base for more intensive analysis and synthesis.

WORLD SURVEY OF EDUCATION



The Universal Declaration of Human Rights, adopted unanimously by some 50 nations at the third session of the UN General Assembly on 10 December 1948, states in Article 26(1): 'Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.'

This is the educational profession of faith of the world today. But for a full understanding of the goals humanity has set itself one needs to place beside the Universal Declaration a 'situation report' on the present state of educational affairs—the purpose being constructive, to reveal the size of the task ahead, and not simply to reflect negatively on how far reality falls short of the ideal. This chapter is intended as such a survey; or rather, considering the imperfect information now available, it may serve as the first outline for such a survey. In due course the gaps will be filled in, the techniques improved, and a report may later emerge showing more fully both facts and trends: where education is, how it is moving.

The present volume gives an account of the educational systems of 200 countries and territories arranged individually after the introductory chapters. It must be emphasized at the outset that countries differ widely in their school systems, that information available for the present compilation is necessarily incomplete, and that statistics relating to education are not collected on any uniform basis. Hence the reader is cautioned against making unwarranted comparisons between countries based on the data presented in this book. Nevertheless, within the limits of available information, and with all due reservations on the comparability of the statistics supplied by the countries themselves, an attempt will be made here to compile and analyse a number of international tables. It is hoped that they will have value both as an assessment of the education in the world today and as a guide for further compilation, nationally and internationally, of educational data. In regard to some questions it has been impossible to draw up international tables; the procedure then followed is to give the information for representative countries, with a comment on the difficulties met in that particular case.

One way of examining the educational situation is

to select and study the results of formal schooling, such as literacy; another, to see what part of the population is at present provided with schooling. Both these approaches will be followed here, with rather more attention to the second.

LITERACY AS A MEASURE OF EDUCATIONAL DEVELOPMENT

One obvious result of formal education is that people learn to read and write, and the idea of literacy as a measure of educational progress—both personally and socially—has taken deep root. More often than not, it is illiteracy that is discussed as a social problem, along with such other ills as poverty and disease; a great deal has been written about illiteracy, which is generally regarded by educators as a world-wide issue of the greatest importance. It would seem feasible, therefore, to examine the incidence of illiteracy statistically, and to consider whether its reduction might be used as measure of educational progress. At first sight illiteracy is prevalent enough to justify such an approach. It is true that in certain countries education has long been compulsory and almost universal, and the number of persons not able to read and write is confined to an irreducible minimum, composed mainly of those mentally incapable of such learning. Yet in many areas of the world the majority of the population is still illiterate and a reasonable estimate is that half of the world's people still cannot read and write.

Table A presents latest available figures on illiteracy in 108 countries and territories,¹ based on the most recent census or estimate since 1930. The information given in this table covers about 70 per cent of the world's population. The following countries, for which statistical data on literacy are not available, are believed to have extremely low illiteracy rates: Australia, Austria, Denmark, Germany, Iceland, Japan, Netherlands, New Zealand, Norway, Switzerland, the United Kingdom and certain smaller European countries. Definitions of literacy vary

1. For the purpose of this survey, all dependent areas such as non-self-governing territories, trust territories, etc., have been grouped under the general term 'territories'.

TABLE A. — Percentage of population illiterate (latest data since 1930)

Country or territory	Year of census (C) or estimate (E)	Criterion of literacy ¹	Age level	Percentage of illiteracy
	(1)	(2)	(3)	(4)
Africa				
Belgian Congo	1950 (E)	R	All ages	*63
Cape Verde Islands (Port.)	1940 (C)	R	All ages	82
Ceuta (Sp.)	1940 (C)	...	15 and over	32
Egypt	1947 (C)	RW	15 and over	80
Gold Coast (U.K.)	1948 (E)	...	...	*80
Madagascar (Fr.)	1953 (E)	RW ²	15 and over	*67
Mauritius and Rodrigues (U.K.)	1944 (C)	RW ³	10 and over	72
Melilla (Sp.)	1940 (C)	...	15 and over	26
Mozambique (Port.)	1940 (C)	R	All ages	99
Nyasaland (U.K.)				
African population	1945 (C)	RW ⁴	All ages	93
Portuguese Guinea				
'civilized' population	1950 (C)	RW	All ages	45
'non-civilized' population	1950 (C)	RW ⁵	15 and over	99.7
St. Helena (U.K.)	1948 (E)	...	...	*1
São Tomé and Príncipe (Port.)	1940 (C)	R	All ages	87
Seychelles (U.K.)	1947 (C)	RW	10 and over	65
Sierra Leone (U.K.)	1947 (C)	R	...	71
Somaliland (Ital.)	1951 (E)	...	...	*99.9
Somaliland Protectorate (U.K.)	1946 (E)	RW	All ages	*99.9
Swaziland (U.K.)				
African population	1946 (C)	...	All ages	87
Uganda (U.K.)	1947 (E)	...	...	*70
Union of South Africa				
African population	1946 (C)	RW ⁶	10 and over	72
America, North				
Bermuda (U.K.)	1950 (C)	RW	14 and over	3
British Honduras	1946 (C)	RW	15 and over	19
British West Indies				
Bahamas	1943 (C)	RW	5 and over	24
Barbados	1946 (C)	RW	15 and over	9
Jamaica	1943 (C)	RW	15 and over	28
Leeward Islands	1946 (C)	RW	15 and over	17
Trinidad and Tobago	1946 (C)	RW	10 and over	24
Windward Islands	1946 (C)	RW	15 and over	34
Canada				
excl. Newfoundland	1931 (C)	RW	15 and over	5
Newfoundland	1945 (C)	RW	10 and over	13
Costa Rica	1950 (C)	R	15 and over	22
Cuba	1943 (C)	R	15 and over	24
Dominican Republic	1935 (C)	RW	7 and over	74
El Salvador	1950 (C)	...	15 and over	61
Greenland (Den.)	1950 (E)	...	...	*0
Guatemala	1950 (C)	RW	7 and over	72
Haiti	1950 (E)	RW	10 and over	*90
Honduras	1950 (C)	...	10 and over	65
Mexico	1940 (C)	RW	15 and over	54
Nicaragua	1940 (C)	...	7 and over	63
Panama	1950 (C)	RW	15 and over ⁷	30
Puerto Rico	1950 (C)	...	10 and over	24
St. Pierre and Miquelon (Fr.)	1951 (C)	RW	10 and over	8
United States	1947 (E) ⁸	RW	14 and over	*3
Virgin Islands (U.S.)	1940 (C)	RW	15 and over	15
America, South				
Argentina	1947 (C)	RW	14 and over	14
Bolivia	1943 (E)	...	...	*80
Brazil	1950 (C)	RW	15 and over	51
British Guiana	1946 (C)	RW	15 and over ⁹	24
Chile	1940 (C)	R	15 and over	27
Colombia	1938 (C)	R	15 and over	44
Ecuador	1950 (C)	...	10 and over	44
Falkland Islands (U.K.)	1948 (E)	...	...	*5
Paraguay	1950 (C)	RW	7 and over	36
Peru	1940 (C)	R	15 and over	58
Uruguay	1938 (E)	...	...	*15
Venezuela	1941 (C)	RW	15 and over	58

	(1)	(2)	(3)	(4)
Asia				
Aden Colony (U.K.)	1946 (C)	RW	15 and over	79
Bahrain	1941 (C)	...	'adults'	88
British Borneo				
Brunei	1947 (C)	RW	15 and over ¹⁰	73
North Borneo	1951 (C)	RW	15 and over ¹¹	83
Sarawak	1947 (C)	RW	15 and over ¹⁰	82
Burma	1931 (C)	RW	15 and over	58
Ceylon	1946 (C)	RW	5 and over	42
China	1946 (E)	...	All ages	*56
Cyprus (U.K.)	1946 (C)	RW	15 and over	39
Federation of Malaya (U.K.)	1947 (C)	RW	15 and over ¹¹	62
French India	1936 (C)	...	11 and over	69
Hong Kong (U.K.)				
Chinese population	1931 (C)	RW ¹²	16 and over	49
India	1951 (E) ¹³	RW	15 and over	*81
Indonesia	1930 (C)	W	15 and over	92
Israel	1948 (E) ¹⁴	RW	15 and over	*6
Korea	1930 (C)	...	15 and over	68
Macau (Port.)	1950 (C)	R	All ages	47
Pakistan	1951 (C)	...	All ages	86
Philippines	1948 (C)	RW	15 and over	40
Portuguese India	1940 (C)	RW	All ages	81
Ryukyu Islands (U.S.)	1950 (C)	RW	15 and over ¹⁵	25
Singapore (U.K.)	1947 (C)	RW	15 and over ¹¹	54
Thailand	1947 (C)	R	15 and over	48
Turkey	1945 (C)	RW	15 and over	72
Viet-Nam	1952 (E)	...	...	*60
Europe				
Belgium	1947 (C)	RW	15 and over	3
Bulgaria	1934 (C)	RW	15 and over	35
Czechoslovakia	1930 (C)	RW	10 and over	5
Finland	1930 (C)	RW	15 and over	16
France	1946 (C)	RW	14 and over	4
Gibraltar (U.K.)	1951 (C)	RW ¹⁶	5 and over	34
Greece	1946 (E) ¹⁷	RW	14 and over	*29
Hungary	1949 (C)	RW	7 and over	5
Italy	1931 (C)	R	15 and over	23
Malta and Gozo (U.K.)	1948 (C)	RW	15 and over	42
Poland	1931 (C)	...	15 and over	25
Portugal	1950 (C)	R	15 and over	44
Rumania	1948 (C)	...	7 and over	23
Spain	1940 (C)	RW	15 and over	24
Sweden	1945 (E) ¹⁸	RW	15 and over	*0
Trieste				
Anglo-American Zone	1936 (E) ¹⁹	R	10 and over	*5
Yugoslavia	1948 (C)	R	15 and over	27
Oceania				
American Samoa	1951 (E)	...	10 and over	*2
British Solomon Islands	1947 (E)	...	...	*95
Cook Islands (N.Z.)	1945 (C)	RW ²⁰	10 and over	4
Fiji (U.K.)	1946 (C)	W	15 and over	36
Gilbert and Ellice Islands (U.K.)	1947 (C)	W	10 and over	10
Guam (U.S.)	1940 (C)	RW	10 and over	16
Hawaii (U.S.)	1930 (C)	RW	15 and over	17
Niue (N.Z.)	1945 (C)	RW	10 and over	13
Pacific Islands (U.S.)	1950 (E)	RW	...	*25
U.S.S.R.				
U.S.S.R. :				
excl. Western Ukraine and Western Byelorussia	1939 (C)	...	9 and over	19

1. R = ability to read ; W = ability to write ; RW = ability to read and write.
2. Ability to read and write Malagasy.
3. Ability to read and write European characters.
4. Ability to read and write English or the vernacular.
5. Ability to read and write Portuguese.
6. Ability to read and write a native language.
7. Excluding tribal Indians.
8. Based on sample survey in 42 states and the District of Columbia.
9. Excluding 'Amerindians' not individually enumerated.
10. Excluding European population and all nomadic Punans.
11. Excluding European population.

12. Ability to read and write mother tongue.
13. Based on a 10 per cent sample of census returns.
14. Based on sample tabulation for Jewish population only.
15. Ryukyuan nationals only.
16. Ability to read and write English.
17. Based on sample population survey by the Second Allied Mission for the Observation of Greek Elections.
18. Based on a sample taken at the 1945 census.
19. Post-war estimate for the Zone based on 1931 and 1936 censuses of Trieste Province.
20. Ability to read and write the vernacular.

widely, ranging from 'can read' to 'can write a short letter to a friend and read the answer'. Sometimes it involves ability to read and write a certain specified language. As far as possible, the criterion of literacy adopted by the country and the population to which the data apply has been stated in the table. The rate of illiteracy has been calculated by dividing the number of illiterates by the total number of literates and illiterates in the relevant population group, thus excluding, wherever feasible, persons unspecified for literacy.

Among these 108 countries and territories, 46 show an illiteracy rate of 50 per cent or more. Another 45 have an indicated illiteracy rate of at least 10 per cent but less than 50 per cent. In the remaining 17 countries and territories, the illiteracy rate shown is less than 10 per cent. The countries listed in the preceding paragraph also belong, of course, to the last category.

While Table A presents something of a global survey of the illiteracy situation, it leads also to certain broad conclusions about the effectiveness of the illiteracy measure in relation to educational development. The table has many gaps and, even where figures are known, they are based on such varied procedures as to lack comparability. To improve the situation much more study and compilation are needed at the international level,¹ and also a great deal of concerted action by the nations to standardize their procedures. The remainder of this survey will be directed, therefore, to information about schooling.

CHILD POPULATION AND SCHOOL ENROLMENT

Before any attempt can be made to answer the simple question—how many children are there in the world, and how many go to school?—some preliminary discussion is needed and certain instruments for the analysis have to be shaped.

The most complete measure of the educational development of a country is to be found in the proportion of the child population actually attending school. This unfortunately, is rarely known; only a few countries report both current population and school attendance figures in detail by age. For the majority of countries, the nearest alternative measure that may be applied is the ratio of total school enrolment to the total child population.

The amount of education which can be provided by a community is necessarily determined by its wealth in goods and people, by its needs and resources. Some countries have achieved, and a few have exceeded, a period of 10 years' compulsory schooling for their children; others are gradually moving towards that goal. It is therefore not unreasonable to measure the extent of schooling in the world in terms of a 10-year span, even though this may appear to set a standard far above what can be reached in the near future for the world as a whole. Admittedly the measurement of educational development in terms of years of schooling does not take into account the quantitative and qualitative variations in the meaning

of one year of school attendance, but it can certainly be expected that a child who has attended school continuously for 10 years has received at least a good basic education.

For practical reasons the age-range 5-14 years inclusive has been chosen to represent this 10-year span. The lower limit is close to the age at which many children do start school if they have not, indeed, attended a kindergarten or nursery school from earlier years. The upper limit coincides with the school-leaving age in many countries, though some have extended compulsory education, either on a full-time or part-time basis, even beyond this age. Furthermore, population statistics are more generally available in five-year age groups—5-9, 10-14, etc.—so that the choice of a uniform age group 5-14 years inclusive is closer to current practice than, for example, such age groups as 6-15 or 7-16. Hence, in the present analysis, the term 'child population' has been defined to mean all children in the age group 5-14 years inclusive.

School enrolment is taken here to mean children enrolled in all types of schools at the primary and secondary levels.¹ It is true that the ages of children (and even adults) enrolled in all types of primary and secondary schools will not, in any country, correspond exactly to the age-range of the child population as defined above. The ratio of total school enrolment to the child population will be greater than unity for countries where most of the children between 5 and 15, and many 15 years old or over, are enrolled in schools. On the other hand, in countries where children do not normally start school at the age of 5 and do not remain in schools after the age of 14 years, the ratio will fall far short of unity.

The fact remains that, in order to attempt any assessment of the educational development of all countries on a comparable basis, the arbitrary choice of a uniform age-range for the child population is necessary. For convenience in the following analysis, the ratio of total school enrolment to the child population will be multiplied by 100, and the result called the 'enrolment ratio'.

With these assumptions the enrolment ratio may be worked out for each of the countries and territories in the world. In practice it was found that the two elements required—child population and school enrolment—were fairly accurately known for some 70 countries, so that the enrolment ratio could be calculated with assurance. For the remaining countries and territories a process of estimation was required to arrive at the ratio; as will be seen from the national entries in this book, the school enrolment is known for most of them, and the estimates were therefore chiefly directed to the child population. Two methods were followed in estimating this when it was not directly available from demographic sources: one, to analyse population figures for the same country from an earlier year and to assume that in 1952 the child population made up the same proportion of the total population as previously; and second, when this procedure was not possible, to use the analogy of an adjacent country or one with a similar type of population and to apply the figures to the country concerned. By these devices, it has been possible to build

1. As a first step, see: *Progress of Literacy in Various Countries*. Unesco, Paris, 1953. This describes the censuses taken in 26 countries since 1900. A further Unesco report on the prevalence of illiteracy in the world today is in preparation.

1. Further discussion of levels of schooling will be found in Chapters II and III.

TABLE B. — Distribution of countries and territories by enrolment ratio

Group	Enrolment ratio	Number of countries and territories	Estimated total population in millions (1952)	Estimated child population in millions (1952)	Total school enrolment in millions (c. 1952)
	%				
I	85 or more	29 countries 21 territories	691 3	133 0.6	131 0.6
II	50-84	23 countries 30 territories	273 14	54 3.2	38 2.1
III	less than 50	44 countries 54 territories	1 293 156	320 33	94 6.9
Total			2 430	543.8	272.6

TABLE C. — Distribution of countries and territories with population of 1 million or more by enrolment ratio

Group	Enrolment ratio	Number of countries and territories	Estimated total population in millions (1952)	Estimated child population in millions (1952)	Total school enrolment in millions (c. 1952)
	%				
I	85 or more	23	690	133	130
II	50-84	25	281	56	39
III	less than 50	61	1 439	351	101
Total		109	2 410	540	270

up a frequency distribution of enrolment ratios for the world as a whole.

Since the present purpose is to obtain a general view of educational provisions and not to emphasize individual differences between countries, there is little purpose in setting out at length the table of countries with their respective enrolment ratios. A more summary view can be obtained from an analytical table in which the countries are grouped in fairly large classes. To arrive at a classification, the median and two quartiles provide a simple method of delimitation; in this four-way division, however, the two groups below the median are not sufficiently distinguishable from each other to justify separation, and consequently all countries below the median have been left in a single class.

Table B shows the number of countries and territories in the three resulting groups based on enrolment ratios, together with their aggregate total populations, total child population and total school enrolment at primary and secondary levels.

Table B provides a survey of the entire world. It should be observed, however, that some very large States—such as China, Indonesia and the U.S.S.R.—have been included by the process of estimation already referred to. With this reservation, an attempt has been made at a global summary. The total population of the world around 1952 was between 2,400 and 2,500 million; the total child population (5-14 years inclusive) lay between 500 and 550 million; and the total school enrolment (at the primary and secondary levels) was about 275 million. This 275 million is an estimated enrolment figure, and includes children 15 years old or over. If all children 15 years old or over were deducted, and allowance made for the difference between enrolment and attendance figures, it could be shown that at least half of the world's children were not receiving any kind of school education in the year 1952.

Here, then, is an answer to the question posed at the beginning of this section.

The argument so far has been concerned with all school systems, regardless of their size, and Table B includes a considerable number of countries and territories with a population of less than 1 million. While the problems of educating the children in these smaller communities are just as real and as urgent as in the larger ones, their solution will not contribute very much, in the statistical sense, to the solution of the world problem. As a means of simplifying the preparation of tables it seems reasonable to eliminate the smaller units, and to deal only with countries and territories which, in 1952, had a total population of at least 1 million. When Table B is so treated, the modified data produce Table C.

THE STRUCTURE OF SCHOOL SYSTEMS

Any further analysis of significant aspects of education brings one to the question of how the school systems of the world are composed. There is general agreement on a division into levels of education—primary, secondary, higher—but national systems vary a great deal in the duration of courses, the age-range of the children enrolled, etc. Varying interpretations are discussed at some length in the next two chapters; and in particular, the articulation diagrams which accompany 96 national sections in this volume provide detailed information. Little purpose would be served in grouping here the corresponding data for every country in the world. However, some form of survey is necessary, if only to indicate the wide range of variety. The following diagram shows the number of years of primary and secondary schooling available to children 5 years of age and over, in five countries selected from Groups I, II and III. No distinction

is made between general and vocational education. Pre-primary schooling is not included unless it comes within the provisions for compulsory education, as in the case of Israel. The vertical dotted line marks the age at which the pupil is legally entitled to leave school. The obligatory commencing age is usually that shown for the first year of schooling, though there are exceptions; in New Zealand, for example, nearly all children begin primary school after they have turned 5, although they are not obliged to do so until they turn 7.

Examination of this diagram brings out anew the reasoning which led to the adoption of the enrolment ratio described above. Variations in what countries term 'primary schooling', and in the ages of the children affected, make it difficult to compare conditions at this level and even more so at the secondary and higher levels.

The diagram shows, however roughly, that for the one-half of the world's children who do go to school there are widely differing institutional arrangements, and this

equally in any of the three groups of countries. Along with variations in the quantitative elements, age and length of course, go differences in the nature and purpose of what is taught. The possibility for each child to continue his studies through the school system and into higher education is similarly varied. In this regard the diagram does not show the operation of selective devices such as examinations; nor the ever present set of social and economic forces which determine the period of the child's school life.

At this point the statistical analysis of the world's school-going population may be resumed.

PRIMARY SCHOOL ENROLMENT

There is perhaps more agreement between countries in the total range of schooling below higher education level (12 years being most frequent) than in the sub-divisions

SCHEMATIC VIEW OF SCHOOL SYSTEMS IN SELECTED COUNTRIES

	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Age
I. Austria		□	□	□	□	□	□	□	□	:	■	■	■	■		
Hawaii		□	□	□	□	□	□	■	■	■	■	:	■	■		
Israel	△	□	□	□	□	□	□	□	□	:	■	■	■	■		
Japan		□	□	□	□	□	□	■	■	■	:	■	■	■		
New Zealand	□	□	□	□	□	□	□	□	■	■	:	■	■	■		
II. Costa Rica			□	□	□	□	□	□	■	:	■	■	■	■		
Fiji		□	□	□	□	□	□	□	□	:	■	■	■			
Italy		□	□	□	□	□	■	■	■	:	■	■	■	■	■	
Thailand			□	□	□	□	■	■	■	:	■	■	■	■	■	
Union of South Africa		□	□	□	□	□	□	□	■	■	■	:	■	■		
III. Brazil			□	□	□	□	□	:	■	■	■	■	■	■	■	
Egypt		□	□	□	□	□	□	:	■	■	■	■	■			
Honduras			□	□	□	□	□	□	■	■	■	:	■	■		
Turkey			□	□	□	□	□	:	□	□	□	■	■	■	■	
Viet-Nam		□	□	□	□	□	■	■	■	:	■	■	■	■		

Key to symbols: △ one year of pre-primary schooling
 □ one year of primary schooling
 ■ one year of secondary schooling
 : school-leaving age

TABLE D. — Total school enrolment and primary enrolment in countries distributed by enrolment ratio, c. 1952

Group	Enrolment ratio	Number of countries for which data are available	Total school enrolment (millions)	Enrolment in primary schools (millions)	Primary enrolment as a percentage of total school enrolment
	%				%
I	85 or more	22	82.0	60.4	74
II	50-84	23	37.3	31.7	85
III	less than 50	58	100.6	89.7	89
Total		103	219.9	181.8	83

of this range. Schooling at the primary level may cover any length of period from 3 to 8 or 9 years; it may begin at any age from 5 to 8 years, or still later in countries without compulsory school provisions. An international compilation of primary education figures must be based upon these varying national definitions of 'primary' schooling, and the results should therefore be interpreted with caution.

Two questions may be posed. First, how many of the children reported as enrolled in schools are to be found in the primary level; and second, what connexion exists between the educational development of a country and primary school enrolment?

Using as a basis the 109 countries classified in Table C, it is possible to differentiate the enrolment in primary schools for 103 countries, and the resulting data are shown in Table D.

From Table D it appears that over four-fifths of the children going to school are enrolled in primary classes. Putting the analysis another way: of every 10 children in the world, five do not go to school, four are in primary school, one is receiving post-primary education.

The table also shows a distinct relationship between the classification of countries—Groups I, II and III—and the extent to which children are found at the primary level. This is to be expected, since educational development is not only outwards (reaching all children of school age) but also upwards (providing post-primary facilities). A more exact method of checking this relationship would be to examine, for each group of countries, how the primary school enrolment is distributed. Here one may apply a device similar to that used for enrolment ratios, viz., taking the median and upper quartile values of the per-

tage of school-going children enrolled in primary schools (respectively around 90 per cent and 80 per cent), and thus making a three-way division. When this is done, Table E is obtained.

If there were an exact correspondence between two elements—i.e. if total educational development were always accompanied by a lower proportionate enrolment in the primary school—Table E would show all its figures along the diagonal of top left to bottom right. While it can be seen from the table that the relationship is close, some countries vary from the normal pattern. In two cases (Hungary and Israel) the primary school enrolment represents a much higher fraction of total enrolment than might have been expected; in four others (India, Nepal, Pakistan and Angola) the situation is reversed, primary enrolment being lower (i.e. post-primary higher) than might have been expected.

GRADES AND AGES OF PUPILS

A closer investigation of the primary school situation requires information about the ages and the placing of pupils in grades. Although information of this type is indispensable for the adequate study of any school system, it is available for a few countries only, as may be seen from the detailed tables later in this volume. No global table can be constructed for the 109 countries treated so far, or even for a significant fraction of them. It may nevertheless be instructive to summarize the figures for a few selected countries in each of Groups I, II, and III, without pressing too far the interpretation of the tables. The choice of examples is extremely limited, particularly

TABLE E. — Distribution of countries by enrolment ratio and primary enrolment as a percentage of total school enrolment, c. 1952

Group	Enrolment ratio	Number of countries			
		for which data are available	in which primary enrolment as a percentage of total school enrolment is		
			less than 80 %	80-89 %	90 % or more
	%				
I	85 or more	22	13	7	2
II	50-84	23	4	11	8
III	less than 50	58	4	10	44
Total		103	21	28	54

for Group I countries, and it has been found necessary to refer to territories with less than one million inhabitants in making up tables with 15 entries.

Statistics on the distribution of pupils by grade may be taken first. The significance of such data in the national context need not be discussed at length. In developed school systems the figures tend to be stable from class to class, affected chiefly by promotion rates and long-term demographic changes. In expanding systems, the enrolments usually fall off as a result of two factors—increased provision of places in the lower grades, and wastage of pupils leaving school before completing the course. The adequate study of expansion and wastage is possible only if distribution figures are available over a number of years, so that one may trace successively the school life of each 100 pupils entering the first grade.

For international purposes, owing to the varied period of primary education, there can be no question of comparing primary school populations as such; the point of departure is rather to examine the first few years of schooling—five grades are suggested here—and to see how the pupils of these grades are distributed. Table F shows the data for 15 countries.

While in this table one may discern certain patterns, it should be repeated that the data are so closely related to population and educational conditions in the individual countries that no comparative analysis is possible.

Statistics showing the distribution of pupils by age are somewhat less available than the grade figures. The chief use of such information is to compare school enrolment with the total population in each 1-year age group, either to see how far compulsory education is effective or, in the case of an expanding school system, to discover

trends in the expansion. If, as before, the population of the first five grades of primary school be taken, for selected countries, the results may be seen in Table G.

It will readily be seen that the data on the distribution of pupils by grade and by age cannot be compared when they are presented in the simple form of Tables F and G. Yet a relationship exists between the two aspects, and the most valuable table from an educational point of view is one which reflects, for each school grade, how many children there are at each year of age. Such a distribution table shows at once what 'scatter' there is in each grade, how many under-age and over-age children are held in given classes, and thus reveals the prevalence of retardation in the school system. Statistics are reported in this form by a few countries only. Where the figures are available it is customary to summarize them by calculating the median age of pupils in each grade; the resulting data are well suited to international comparison. Table H gives figures for 15 countries.

THE NUMBER OF PUPILS PER TEACHER

So far the analysis has been devoted to the children of school age and those enrolled in primary schools. The quality of the education they receive is difficult to assess statistically, but one pointer is frequently used for this purpose: the pupil-teacher ratio. Although the effectiveness of a teacher is obviously a question of personality and training, it is true in a general sense that the smaller the class the greater the children's opportunity for learning. Consequently comparative educationists are always and rightly interested in pupil-teacher ratios in assessing the

TABLE F. — Enrolment by grade in first 5 years of primary education as a percentage of enrolment in the 1st year, for 15 selected countries

Group and Country	Year	Coverage	Grade				
			1st year	2nd year	3rd year	4th year	5th year
Group I							
Austria	1952	Public and private schools	100	97.8	122.1	125.7	123.7
Canada	1949	Province of Ontario	100	88.4	78.7	74.7	73.9
Japan	1951	Public and private schools	100	110.7	106.4	112.0	104.9
Netherlands	1950	Public and private schools	100	89.7	84.3	85.8	81.9
Trinidad and Tobago	1951	Government and assisted schools	100	68.4	42.8	40.0	36.6
Group II							
Italy	1950	Public and private schools	100	92.8	92.9	81.4	67.0
Philippines	1951	Government schools	100	86.8	83.2	76.1	55.7
Puerto Rico	1950	Public schools	100	84.3	73.2	63.5	53.0
Surinam	1952	Government and Government-subsidized schools	100	64.5	54.8	46.9	36.2
Union of South Africa	1950	Native pupils in Provincial, State and State-aided schools	100	61.1	52.8	38.5	30.9
		European pupils in Provincial, State and State-aided schools	100	102.7	103.4	101.4	99.1
Group III							
Ecuador	1950	Public and private schools	100	52.5	38.4	23.7	13.6
India	1949	Public and private schools	100	60.7	45.9	35.6	25.7
Iraq	1951	Public and private schools	100	69.9	60.4	52.7	47.3
Kenya	1951	African pupils	100	61.4	40.7	28.1	22.6
Portugal ¹	1951	Public and private schools	100	64.8	56.1	33.7	.

1. Four-year primary school.

TABLE G. — Enrolment by age in the first 5 years of primary education as a percentage of the total enrolment in these 5 years, for 15 selected countries

Group and Country	Year	Coverage	Percent enrolment by age in first 5 years of primary education							
			All ages	6 —	6	7	8	9	10	11 +
Group I										
Bahamas	1951	Government and Government-aided schools	100.0	8.7	15.0	18.3	18.3	16.4	11.1	12.3
Bermuda	1951	Government and Government-aided schools	100.0	8.6	15.1	16.5	16.0	14.7	11.8	17.3
Canada	1949	Province of Ontario	100.0	0.5	11.6	20.0	18.7	17.8	15.4	16.0
Netherlands	1950	Public and private schools	100.0	—	13.5	19.1	17.3	16.5	16.6	17.0
Trinidad and Tobago	1951	Government and assisted schools	100.0	16.0	17.2	16.7	15.3	12.5	10.3	12.0
Group II										
Costa Rica	1950	Public and private schools	100.0	—	0.6	15.5	16.3	16.4	16.6	34.7
Fiji	1951	Fijian schools	100.0	2.2	9.2	11.2	12.5	12.4	12.9	39.6
Puerto Rico	1950	Public schools	100.0	0.2	5.5	12.6	16.2	16.5	16.3	32.7
Surinam	1952	Government and Government-subsidized schools	100.0	—	13.2	16.1	13.8	13.3	13.0	30.6
Union of South Africa	1950	Native pupils in Provincial, State and State-aided schools	100.0	0.1	2.6	8.7	11.0	12.1	14.1	51.4
		European pupils in Provincial, State and State-aided schools	100.0	1.8	14.3	19.3	19.4	18.7	16.2	10.3
Group III										
Bechuanaland	1950	African schools	100.0	0.1	0.9	2.4	3.9	5.6	9.2	77.9
Ecuador	1950	Public and private schools	100.0	—	10.4	13.1	15.2	14.0	13.4	33.8
India	1949	Public and private schools	100.0	9.0	17.7	17.9	16.6	14.3	10.5	13.9
Iraq	1951	Public and private schools	100.0	—	1.5	12.6	16.7	16.9	16.3	36.0
Portugal ¹	1951	Public and private schools	100.0	—	2.3	20.6	21.2	19.3	16.4	20.3

1. Four-year primary school.

TABLE H. — Median age by year of course in first 5 years of primary education in 15 selected countries

Group and Country	Year	Coverage	Median age of pupils in				
			1st year	2nd year	3rd year	4th year	5th year
Group I							
Bahamas	1951	Government and Government-aided schools	6.6	7.8	8.7	9.7	10.5
Bermuda	1951	Government and Government-aided schools	6.6	7.9	8.9	10.2	11.5
Canada	1949	Province of Ontario	7.3	7.7	8.8	9.9	10.9
Netherlands	1950	Public and private schools	6.8	8.0	9.1	10.3	11.4
Trinidad and Tobago	1951	Government and assisted schools	6.2	7.8	9.1	10.0	11.0
Group II							
Cyprus	1951	Public and private schools	6.6	7.6	8.8	9.9	10.9
Fiji	1951	Fijian schools	7.3	9.2	10.8	12.5	13.1
Puerto Rico	1950	Public schools	7.9	9.1	10.3	11.3	12.3
Surinam	1952	Government and Government-subsidized schools	7.3	8.9	10.2	11.4	12.4
Union of South Africa	1950	Native pupils in Provincial, State and State-aided schools	9.0	10.7	11.9	12.9	13.7
		European pupils in Provincial, State, and State-aided schools	6.7	7.7	8.7	9.8	10.8
Group III							
Bechuanaland	1950	African schools	11.7	13.2	13.9	14.4	15.0
Ecuador	1950	Public and private schools	8.2	9.7	11.0	11.8	12.5
India	1949	Public and private schools	6.8	7.9	9.1	10.1	11.0
Iraq	1951	Public and private schools	8.2	9.3	10.4	11.5	12.6
Portugal ¹	1951	Public and private schools	7.9	9.3	10.5	11.5	.

1. Four-year primary school.

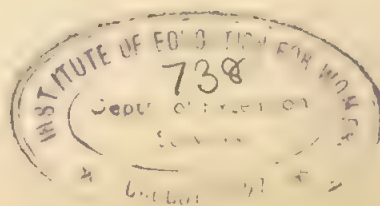


TABLE I. — Distribution of countries by enrolment ratio and pupil-teacher ratio in primary schools, c. 1952

Group	Enrolment ratio %	for which data are available	Number of countries in which pupil-teacher ratio is		
			less than 30 30-39 40 or more		
I	85 or more	20	7	12	1
II	50-84	16	4	5	7
III	less than 50	46	11	22	13
Total		82	22	39	21

development of an educational system. In considering these ratios on a world-wide basis, it is almost impossible to introduce distinctions as to the qualifications of teachers. With the limited information available, all teachers have been counted whether they are trained or untrained and irrespective of the level and scope of training. In general the inclusion of secondary school teachers and pupils in computing the ratio would introduce biases due to the different types of class organization in secondary and vocational schools. Since the bulk of the total school enrolment is in any case at the primary level, the pupil-teacher ratios may be limited to this level, computed by dividing the number of primary school pupils enrolled by the number of teachers in primary schools. This can be done for 82 of the 109 countries with which the analysis is concerned, so that a global analytical table becomes

usually have an overall teaching staff of comparable qualification or training. Of course, almost all countries of the world are concerned at the shortage of properly qualified and trained teachers; but that is a different problem, affecting the most advanced countries as well as underdeveloped ones.

ENROLMENT OF GIRLS

After this short survey of how pupils are distributed and the size of classes, attention may be turned to the question of the access of girls to schooling. A number of factors—social, religious, economic—are at work in each national community to influence the extent to which girls are enrolled in schools. The general situation is

TABLE J. — Enrolment of girls as a percentage of total school enrolment in countries distributed by enrolment ratio, c. 1952

Group	Enrolment ratio %	Number of countries for which data are available	Total school enrolment (millions)	Percentage girls in total school enrolment	Percentage girls in primary school enrolment	Percentage girls in secondary school enrolment
I	85 or more	18	80.4	49	49	48
II	50-84	14	23.6	46	47	39
III	less than 50	44	41.5	20	21	18
Total		76	145.5	40	40	41

practicable. For classifying countries by pupil-teacher ratio an educational criterion is adopted: a ratio of between 30 and 40 children per teacher is accepted by most countries as the optimum, hence a simple three-way classification would be less than 30, between 30 and 39, 40 and over. The resulting data are shown in Table I.

The interesting feature of this table is its scatter. Countries which are educationally underdeveloped seem just as likely to have a low pupil-teacher ratio as the more highly developed countries. Looked at from another point of view, no country will or can push forward its educational programme beyond the limits of available teaching staff, so that the pupil-teacher ratio is automatically kept within certain limits.

It would seem from Table I that in the mere number of available teachers the more advanced countries are not specially favoured, though underdeveloped countries do not

shown in Table J, where data for 76 of the 109 countries are presented analytically.

As might be expected, girls have more opportunity to go to school in countries where the educational system is better developed; or putting this obvious truth another way, a country cannot have a high enrolment ratio unless a high percentage of girls are enrolled. It may also be noted from Table J that the proportion of girls decreases from the primary to the secondary level. Further analysis of the situation—for example by studying general and vocational secondary enrolments separately—would be useful but cannot be made with the present data. Table J accounts only for a total school population of 145.5 million children (just over half the global figure obtained from Table B), hence no generalization should be drawn from it as to conditions in the world as a whole. For the countries concerned, biased as they are by the populous

Group I, the totals of the last three columns are 40 per cent, 40 per cent and 41 per cent respectively.

Since there are, in general, as many girls as boys in the child population, one may fix an arbitrary proportion—45 per cent is suggested here—to indicate whether girls have satisfactory access to educational establishments (45 per cent enrolment or over) or whether there seems to be evidence of inequality (less than 45 per cent enrolment). When this two-way classification is applied to the 76 countries with available data, Table K is obtained.

TABLE K. — Distribution of countries by enrolment ratio and percentage of girls in total school enrolment, c. 1952

Group	Enrolment ratio	Number of countries for which data are available	Percentage of girls in total enrolment	
			45 % or more	less than 45 %
	%			
I	85 or more	18	18	—
II	50-84	14	9	5
III	less than 50	44	7	37
Total		76	34	42

This table brings out clearly the connexion between educational development and the enrolment of girls. No Group I countries record less than 45 per cent enrolment of girls; of the second group, five have less than 45 per cent (Hong Kong, Hashemite Kingdom of Jordan, Singapore, Southern Rhodesia, Yugoslavia) but the last two are in fact marginal cases (44 per cent for Yugoslavia and 43 per cent for Southern Rhodesia); and in the third group seven countries, all in Latin America, have a satisfactory enrolment of girls although less than half their child populations are enrolled in school (Colombia, Dominican Republic, Ecuador, El Salvador, Honduras, Mexico, Venezuela).

OTHER ASPECTS OF PRIMARY SCHOOLING

The analysis so far has been concerned with a few of the more obvious aspects of the school population, about which statistical information is available for a reasonable number of countries. Many other questions arise. To cite a few: what is the size of school attendance as compared with school enrolment; for those children actually attending school, what are the chances of completing the 'elementary and fundamental stages' referred to in the Universal Declaration of Human Rights; and conversely, what differentiating factors or obstacles exist, as between rural and urban communities or between different ethnic, social or religious groups within countries? No answers on a world scale can be offered to such questions, yet they must be borne in mind as problems awaiting study and action at both the national and the international levels.

SECONDARY SCHOOLING

The reservations made earlier about the comparative global study of primary education apply with still greater force to secondary education. The generalization drawn from Table D may be repeated here for the light it throws on the availability of secondary education: of every 10 children in the world, five do not go to school, four are in primary school, one is receiving post-primary education. Nothing could be added to this if a fresh set of figures were presented showing the proportionate enrolment of children at primary and secondary levels.

It may be useful, nevertheless, to examine possible methods for comparing secondary enrolments while keeping in mind variations in starting ages and the duration of courses. The school systems of some few countries consist of a single ladder and can be described numerically as a school plan: the U.S.A., for example, has a 6-3-3 and an 8-4 plan (i.e. six years' primary followed by three years' lower and three upper secondary schooling,

TABLE L. — Secondary enrolment as a percentage of primary enrolment for 15 selected countries

General duration (in years) of primary + secondary	Country	Group	Year	Secondary enrolment as a ratio of primary enrolment
8 + 4	Canada	I	1950	20
	Israel ¹	I	1951	11
	New Zealand	I	1951	20
	United States	I	1949	31
	Liberia	III	1952	5
6 + 6	Japan	I	1951	64
	Greece	II	1951	26
	Puerto Rico	II	1950	32
	Afghanistan	III	1950	25
	Uganda	III	1951	5
6 + 5	Australia ¹	I	1950	22
	Egypt	III	1951	15
	El Salvador	III	1953	10
	Iraq	III	1951	17
	Venezuela	III	1951	7

1. Public schools.

TABLE M. — Enrolment in higher education in relation to total population for countries throughout the world, latest available data

Country	Year	Total estimated population (thousands)	Enrolment in higher education	Enrolment per 100,000 population
Africa				
Algeria (Fr.)	1950	8 753	4 563	52
Basutoland (U.K.)	1951	578	22	4
Egypt	1951	20 729	39 100	189
French West Africa	1952	17 350	258	1
Gold Coast (U.K.)	1950	3 870	435	11
Liberia	1952	1 250	437	35
Madagascar (Fr.)	1952	4 400	210	5
Mauritius and dependencies (U.K.)	1952	516	75	15
Morocco (Fr.)	1950	8 410	1 038	12
Nigeria (U.K.)	1950	24 000	327	1
Reunion (Fr.)	1950	258	28	11
Sierra Leone (U.K.)	1951	1 891	288	15
Sudan	1950	8 350	388	5
Tunisia (Fr.)	1951	3 500	1 595	46
Uganda (U.K.)	1950	5 125	1 261	15
Union of South Africa	1950	12 320	25 233	205
America, North				
Alaska (U.S.)	1950	136	1 267	932
Canada	1950	13 712	74 273	542
Costa Rica	1951	825	1 416	172
Cuba	1950	5 362	16 726	312
Dominican Republic	1952	2 236	2 443	109
El Salvador	1952	1 986	2 512	126
Guatemala	1950	2 803	2 289	82
Haiti	1952	3 200	632	20
Honduras	1952	1 513	894	59
Jamaica and dependencies (U.K.)	1951	1 444	2 203	14
Martinique (Fr.)	1951	276	250	91
Mexico	1951	26 332	36 354	138
Nicaragua	1952	1 113	*1 300	117
Panama	1950	797	1 688	212
Puerto Rico	1950	2 216	13 364	603
Trinidad and Tobago (U.K.)	1951	649	57	9
United States	1949	149 149	2 659 021	1 763
America, South				
Argentina	1950	17 197	79 412	462
Bolivia	1950	3 019	5 022	166
Brazil	1950	52 124	37 589	72
Chile	1949	5 712	9 524	167
Colombia	1952	11 768	11 607	99
Ecuador	1950	3 203	4 122	129
Paraguay	1950	1 406	1 651	117
Peru	1951	8 558	13 162	154
Surinam	1952	227	387	170
Uruguay	1950	*2 353	*7 000	297
Venezuela	1951	5 071	6 561	129
Asia				
Afghanistan	1951	12 000	461	4
Burma	1952	18 859	*4 000	21
Cambodia	1952	3 748	165	4
Ceylon	1950	7 544	4 422	59
China				
Continental				
Formosa	1950	456 000	*130 000	29
Cyprus	1951	7 712	8 210	106
Federation of Malaya and Singapore (U.K.)	1951	492	187	38
French India	1951	6 382	*2 300	36
Hong Kong (U.K.)	1952	340	51	15
India	1952	2 250	1 318	59
Indonesia	1950	358 000	396 528	111
Iran	1951	76 500	6 277	8
Iraq	1950	18 772	5 624	30
	1951	*5 100	4 957	97

Country	Year	Total estimated population (thousands)	Enrolment in higher education	Enrolment per 100,000 population
Asia (continued)				
Israel	1951	1 516	4 942	326
Japan	1951	84 300	421 419	500
Korea				
South Korea	1952	19 411	32 488	167
Lebanon	1950	1 257	3 125	249
Mongolian People's Republic	1951	885	*1 200	136
Nepal	1947	6 450	341	5
Pakistan	1951	75 842	69 113	91
Philippines	1952	20 631	*184 000	892
Portuguese India	1951	639	182	28
Ryukyu Islands (U.S.)	1949	909	353	39
Syria	1951	3 291	2 404	73
Thailand	1951	18 836	32 507	173
Turkey	1949	19 623	25 091	128
Viet-Nam	1952	⁵ 25 000	1 728	7
Europe				
Austria	1952	6 949	20 756	299
Belgium	1951	8 678	22 777	262
Bulgaria	1952	7 390	29 639	401
Czechoslovakia	1950	12 340	*75 000	608
Denmark	1950	4 270	17 808	417
Finland	1951	4 050	15 488	382
France	1951	42 239	*154 000	365
Germany				
German Democratic Republic	1952	17 600	*28 000	159
German Federal Republic and West Berlin	1952	50 648	124 680	246
Greece	1951	7 600	11 911	157
Hungary	1951	9 390	40 700	433
Iceland	1950	143	620	434
Ireland	1950	2 969	7 708	260
Italy	1950	46 280	151 807	328
Malta (U.K.)	1951	313	447	143
Netherlands	1951	10 264	36 273	353
Norway	1951	3 294	6 040	183
Poland	1950	24 977	115 578	463
Portugal	1951	8 606	15 776	183
Rumania	1951	16 200	*55 000	340
Saar	1951	954	1 270	133
Spain	1949	27 651	*81 000	293
Sweden	1951	7 073	17 618	249
Switzerland	1951	4 749	16 032	338
Trieste (Anglo-American Zone)	1951	292	2 625	899
United Kingdom				
England and Wales	1952	43 940	*68 447	*156
Scotland	1951	5 114	*15 011	*294
Northern Ireland	1950	1 377	*2 380	*173
Yugoslavia	1950	16 148	60 395	374
Oceania				
Australia	1950	8 186	23 728	290
Fiji (U.K.)	1951	298	162	54
Hawaii (U.S.)	1952	522	5 008	959
New Zealand	1951	1 947	10 493	539
U.S.S.R.				
U.S.S.R.	1952	⁷ 207 000	⁸ 1 442 000	697

1. Including students at Makerere College which also serves Kenya and Tanganyika.

2. University College in Kingston, Jamaica, serving the British West Indies.

3. 1949 mid-year estimate.

4. 1950 mid-year estimate.

5. 1951 mid-year estimate.

6. University and University college students only.

7. 1951 end-year estimate made by UN Economic Commission for Europe.

8. Including over 400,000 students following correspondence courses.

or an alternative arrangement of 8 plus 4), and statistics are reported for the entire U.S.A. on the 8-4 plan. For most countries the post-primary facilities and the reporting of statistics are not so clear-cut. But by a process of generalizing one can arrive at a numerical formula which is more or less exact for the country as a whole. If this be done, and selected countries grouped according to school plans, the results may be presented as in Table L. In this case only a few of the numerous possible plans are shown; further investigation might lead to a world-wide coverage, with perhaps a dozen categories in all.

Since the table consists of selected countries only, on a limited scale, no interpretation can be offered.

HIGHER EDUCATION

At this point the difficulties of a global survey become still more complex. The child population which has served hitherto as a scale of reference can no longer be used. The object of an analysis would be to compare enrolments at each of three levels—primary, secondary, higher—with the total populations for the age-groups able to attend institutions at these levels. By deriving such proportions for each country one would be able to examine the situation comparatively.

For the present a less satisfactory measure must be used—enrolment in institutions of higher education related to the total population of a country. The table which follows is not susceptible to detailed analysis but it does, in its own right, give an overview of the national development of higher education.

THE COMMUNITY EFFORT

The provision of a school system is an expensive service, the resources for which have to be furnished in one form or another by the community. When the Universal Declaration of Human Rights states that 'Education shall be free', the emphasis is on the individual pupil; in order that each child shall have access to education, charges for schooling should be removed or reduced to the minimum. Even so, the indirect cost of schooling continues to be borne by parents—maintaining the child, etc.—and it is doubtful whether the individual aspect of gratuity, could ever be subjected to adequate analysis at an international level.

A more promising approach would be to examine the visible community effort which goes to support a school system, as measured by public expenditure on education. Before doing so, however, certain demographic facts need to be studied. National communities differ one from another not only in wealth, i.e. the ability to pay for educational services, but also in their population structure; and this latter aspect has an important bearing on the load that educational services may represent.

The proportion of a population found in the 5-14 year age group in any given country is determined by two principal factors: the birth rate and the expectation of life. Since both factors are highly variable between

countries, it is to be expected that there will be considerable variation in the relative size of the child population; the proportion is found to vary from 12 per cent to over 25 per cent, with the world average estimated at somewhat above 20 per cent. A number of examples of this percentage may be quoted:

Africa

- Algeria (1948 census), 27
- Union of S.Africa (1946 census), 24

America

- Canada (1950 est.), 18
- U.S.A. (1949 est.), 17
- Costa Rica (1950 census), 26
- Trinidad (1946 census), 22
- Argentina (1947 census), 20

Asia

- India (1950 est.), 25
- Japan (1950 est.), 22
- Philippines (1948 census), 29
- Thailand (1947 census), 27

Europe

- Austria (1952 est.), 16
- Belgium (1950 est.), 13
- England-Wales (1951 census), 14
- France (1951 est.), 12

The *per capita* load on the adult population of any country in providing education for its children clearly depends on this proportion as well as on other economic, social and cultural factors. Certainly the increased educational burden in a country with a high proportion of children tends to limit the rate at which school provision can be extended. It must not be forgotten, however, that each of the two factors determining the relative size of the child population (*viz.*, birth rate and expectation of life) tends to change with the progressive development of education. So that the net result may be a combination of two mutual effects: increased educational development leading to a higher standard of life with a probable reduction in the proportion of children in the population, which, in turn, favours increased schooling, and so forth.

PUBLIC EXPENDITURE ON EDUCATION

The amount of money spent by public bodies on education is not the only measure, nor necessarily the most appropriate, of the amount of educational facilities provided in a given country. Nevertheless, if international comparability could be achieved, statistics on educational finance in different countries would provide one kind of yardstick for assessing the national efforts, and would incidentally be of great value to administrators and legislators.

The information now available does not permit of valid international comparisons. The expenditure figures given in the present volume are, as may be seen, based on various different concepts. In many cases only the budget of the Ministry of Education in the Central Government has been reported; yet other branches of

government often contribute quite substantially to the financing of specific parts of the educational system, such as agricultural or technical schools. Moreover, the relative contributions of central and local authorities vary with the administrative practices of the countries, and the reports of the central authorities frequently do not reflect the local provision of funds. As examples of the range of variation one may cite Afghanistan and the U.S.A. In the former, the Central Government provides the funds for the entire public expenditure on education. On the other hand the Federal Government of the United States contributes less than 3 per cent of the total cost of education in the country.

Ideally the relative amounts of public expenditure on education might be expressed in the following terms: (a) total public expenditure on education as a percentage of the national income; (b) total public expenditure on education per head of population, converted to some uniform currency; (c) total public expenditure for various levels and types of education per pupil or student enrolled, converted to some uniform currency. Each of these is a possible basis for international comparison; and although the present data do not permit of the compilation of analytical global tables, sufficient examples may be derived to illustrate the point and, perhaps, to clear the way for further work on this important topic.

For those countries where total expenditure from all public sources has been reported, and where national income figures are available for the corresponding year, Table N shows that the proportion of total national income represented by the total public educational expenditure varies from about 1.5 per cent to over 3 per cent. Generally, in countries with well-developed system of education, this percentage remains fairly constant from year to year.

There are methods of studying public expenditure on education which involve an analysis in terms of some other concept than the national income; for example,

relating it to the country's population, or to the administrative structure, or to the school system.

EXPENDITURE PER HEAD OF POPULATION

When the size of a population is taken into consideration, the educational expenditure may be expressed as an average load on each individual of the country. This amount—educational expenditure per head of population—may then be compared with the *per capita* cost of other public services such as health, social security, public works, etc.

Table O shows, for a number of countries, the amount of educational expenditure per head of population in their respective national currencies. Some idea of the relative values of these amounts may be obtained by reference to the official exchange rates in U.S. dollars shown in the respective country sections in this volume. However, the fact must be borne in mind that the domestic purchasing power of a unit of national currency is by no means indicated by the official exchange rate, which may sometimes be fixed quite arbitrarily for international trade purposes.

While this table is somewhat larger than the preceding one, the problem of currency conversion makes it less valuable for international purposes.

DISTRIBUTION BETWEEN CENTRAL AND LOCAL AUTHORITIES

Detailed data for an analysis of the sources of educational funds by level of government are available for a few countries only, and are set out in Table P.

Presented in this form, the figures may be subjected to limited comparison. There is an obvious distinction between countries with a federal system of government—Switzerland

TABLE N. — Total public expenditure on education as related to national income in selected countries

Country	Financial year beginning	Total public expenditure on education	
		Amount in national currency	As per cent of national income
Australia	1950	48 million Australian pounds	1.5
Canada	1950	452 million Canadian dollars	3.1
Ceylon	1951	127 million Ceylon rupees	2.8
Colombia	1950	83 million Colombian pesos	1.5
Denmark	1951	496 million Danish kroner	2.4
Finland	1950	12.8 thousand million markkaa	3.1
German Federal Republic	1949	2 thousand million Deutschmarks	3.2
Honduras	1951	5.8 million lempiras	1.6
Japan ¹	1950	120 thousand million yen	3.3
Mexico	1950	419 million Mexican pesos	1.4
Netherlands	1949	414 million guilders	2.9
Norway	1951	403 million Norwegian kroner	2.6
Sweden	1951	1 120 million Swedish kronor	3.1
Switzerland	1948	456 million Swiss francs	2.6
Union of South Africa	1950	38 million South African pounds	3.4
United Kingdom ²	1951	369 million pounds sterling	2.9
United States	1949	7.4 thousand million U.S. dollars	3.4

1. Excluding expenditure on higher education, amounting to about 6 thousand million yen in 1949.

2. Excluding expenditure on higher education in England and Wales, amounting to about 19 million pounds sterling in 1950.

TABLE O.^a — Total public expenditure on education per head of population in selected countries

Country	Financial year beginning	Expenditure per head of population
Australia	1950	5.9 Australian pounds
Canada	1950	33 Canadian dollars
Ceylon	1951	16 Ceylon rupees
Colombia	1952	8.8 Colombian pesos
Denmark	1951	115 Danish kroner
Egypt	1951	1.8 Egyptian pounds
Finland	1950	3 200 markkaa
German Federal Republic	1949	43 Deutschmarks
Honduras	1951	3.9 lempiras
Iceland	1950	360 Icelandic kronur
India	1950	2.2 Indian rupees
Indonesia	1951	25 rupiahs
Japan	1949	1 600 yen
Mexico	1950	16 Mexican pesos
Netherlands	1949	42 guilders
Norway	1951	120 Norwegian kroner
Pakistan	1951	1.2 Pakistani rupees
Sweden	1951	160 Swedish kronor
Switzerland	1948	100 Swiss francs
Union of South Africa	1950	3.1 South African pounds
United Kingdom		
England and Wales ¹	1951	7.2 pounds sterling
Northern Ireland	1951	6.5 pounds sterling
Scotland	1951	8.8 pounds sterling
United States	1949	49 U.S. dollars
Venezuela	1952	38 bolivares
Yugoslavia	1951	720 Yugoslav dinars

1. Excluding expenditure on higher education.

and the U.S.A.—and the others. The need for caution in interpretation is shown by the case of Japan, where the contribution of the central Government to financing education below the higher level appears to be about 10 per cent of the total. However, the central Government in 1950 provided 105 billion yen for a 'general-purpose equalization grant' to local governments, and this sum included about 26 billion yen formerly allotted as partial subsidies for education. If this fact be taken into account, the national government's share of educational expenditure rises to about 30 per cent.

The value of developing a table of this type would undoubtedly be greater if trends within each country could be indicated. A study of the background for two

of the countries in Table P may serve as an example. In both the U.S.A. and England and Wales, with decentralized systems of education, there is a tendency for the central government to assume an increasing share of the total cost of education. In 1929 the Federal Government of the U.S.A. bore 0.4 per cent of the cost, the states 16.9 per cent, and local sources 82.7 per cent. By 1949 these proportions had changed to 2.9, 39.8 and 57.3 per cent respectively—a significant trend over 20 years. A similar movement is seen in England and Wales, where the proportion of total expenditure (below the level of higher education) borne by the Ministry of Education rose from 51.4 per cent in 1938 to 62.6 per cent in 1953.

TABLE P. — Distribution of total public expenditure on education between central and local authorities in selected countries

Country	Year	Percentage of expenditure made by			
		Federal or Central Govt.	Major political or administ. divisions	Local authorities	Other
Denmark	1951	%	%	%	%
England and Wales ¹	1953	53.3	—	46.7	—
Japan	1950	*62.6	—	*37.4	—
Netherlands	1950	9.8	45.8	23.7	³ 20.7
Switzerland	1948	70.1	0.2	29.7	—
United States	1949	5.7	45.9	42.9	³ 5.5
		2.9	39.8	57.3	—

1. Based on estimated figures published by PEP (Political and Economic Planning) in *Planning*, Vol. XIX, No. 359, 21 Dec. 1953.
 2. Tuition fees and charges, loans and contributions, other miscellaneous income.
 3. Tuition, supplies and deposit fees; interest from funds; contributions from associations and private persons.

TABLE Q. — Percentage distribution of total educational expenditure by level and type of education in selected countries

Country	Year	Percentage of expenditure for					
		Pre-school and primary education	General secondary education	Vocational and special education	Teacher education	Higher education	Other purposes ¹
		%	%	%	%	%	
Australia	1950	47.3	12.2	16.1	3.3	8.8	12.3
Canada	1950	74.1		4.2	0.9	13.6	7.2
Ceylon	1951	75.7		0.7	1.5	3.7	18.4
Colombia	1950	49.1	11.6	7.5	5.5	13.3	13.1
Denmark	1949	57.4	6.3	3.1	1.7	6.5	25.0
Egypt	1951	35.1	21.3	11.4	...	11.8	20.4
Finland	1950	64.3	12.7	12.7	1.3	4.5	4.4
German Federal Republic	1949	53.8	20.2	11.5	10.5		4.1
India	1950	45.1	18.1	2.8	1.7	10.3	21.9
Indonesia	1951	57.7	1.8	2.2	8.2	2.5	27.5
Netherlands	1949	52.9	20.0	15.2	1.2	6.7	4.0
Norway	1951	54.8	15.6	17.6	1.8	7.2	3.0
Pakistan	1951	41.8	25.1	...	...	15.3	17.8
Sweden	1951	59.1	31.5		2.1	4.6	2.7
Switzerland	1948	55.0	21.4	15.2	...	8.4	...
Turkey	1949	48.2	14.7	14.0	7.1	14.1	1.8
Union of South Africa	1950	62.8		8.2	2.2	3.5	23.4
United States	1949	79.8			15.9		4.3

1. Including general administration, capital outlay, adult education, subsidies to private education, and other headings not distributable by level and type of education.

DISTRIBUTION BY LEVEL AND TYPE OF EDUCATION

Another way in which the total educational expenditure may be analysed is by level and type of education. Here, again, the different systems of school organization prevent any facile international comparison. With all due reservations, Table Q shows the percentage distribution of total educational expenditure by level and type of education in 18 countries.

It may be noted that the proportion of total expenditure for general primary and secondary education in these countries varies roughly from about 60 to over 75 per cent. For vocational and teacher education combined, where separate distributions are available, the proportion shows a much wider range, from as low as 2 per cent to as high as 20 per cent or more. Higher education, in some cases including teacher education, accounts for anything from 2.5 per cent to over 15 per cent. These proportions are

reflected only partly in the relative enrolments at the different levels of education. They may be due in large measure to the different methods of financing the schools, as for example between public and private sources of funds.

EXPENDITURE PER PUPIL OR STUDENT

The amount of money spent on education in any country must normally bear a direct relationship to the number of pupils or students enrolled or in attendance. International comparisons in this respect are again made almost impossible by the different methods used for computing expenditure and also enrolment or attendance. In the absence of sufficient data even for partially representative tables, it may nevertheless be useful to give information from three countries which report their educational finances in considerable detail—Japan, the Netherlands and the U.S.A.—if only to illustrate the problems.

TABLE R. — Total educational expenditure, current expenditure and capital outlay, per pupil enrolled at each level of education, Japan, 1950

Level of education	Expenditure per pupil enrolled (yen)			
	Total	Current	Capital	Other ¹
All levels	3 414	6 032	2 253	129
Kindergarten	5 773	4 699	930	144
Elementary schools	6 290	5 113	1 106	71
Lower secondary schools	11 312	6 429	4 609	274
Full-time upper secondary	14 482	11 319	3 076	87
Part-time upper secondary	10 943	9 089	1 830	24
Special schools	57 414	41 237	15 938	239
Other schools	10 409	8 483	1 876	50

Source. Japan, Ministry of Education. *Local Educational Expenditure in Japan, 1950-51.*

1. Debt service, and transfer to non-public schools.

TABLE S. — Current educational expenditure per pupil enrolled and per pupil in average daily attendance, Japan 1950

Level of education	Current expenditure (yen)			
	Per pupil enrolled	Per pupil in average daily attendance	Difference between the two methods of calculation	Difference as per cent of first column
Kindergarten	4 699	5 718	1 019	21.7
Primary schools	5 113	5 534	421	8.2
Lower secondary schools	6 429	7 042	613	9.5
Full-time upper secondary schools	11 319	11 959	640	5.7
Part-time upper secondary schools	9 089	11 154	2 056	22.6
Special schools	41 237	47 893	6 656	16.1
Other schools	8 483	11 005	2 522	29.7

Source. Japan. Ministry of Education. *Local Educational Expenditure in Japan, 1950-51.*

The Japanese chapter later in this volume gives expenditure per pupil figures based on current expenses only. When all forms of expenditure are taken—current, capital and other—and related to pupil enrolment at each level of education, Table R results.

In this form, either the total row or the total column might be regarded as suitable for placing beside data similarly calculated from other countries. These figures are based on enrolments, not on average daily attendance, and a still further adaptation would be required if it were decided that the attendance figure is more relevant in discussions of finance. The Japanese data are given both ways in the source quoted, and the effect on the current expenditure column may be seen in Table S.

Another type of problem arises when privately managed schools make up a large part of a country's educational provisions, as in the Netherlands. Although public funds are devoted to public and private schools alike, the per-pupil cost in the two groups of schools is sensibly different.

The difference is particularly striking in pre-school, teacher-training and higher education establishments. It may be presumed that additional resources, such as fees, accrue to the privately managed schools and account for some or all of the difference in cost structure. The figures in Table T represent the charge of education on public revenues but do not altogether interpret the community support of education.

Finally, one may take the obvious fact that the calculation of an average amount of expenditure per pupil for the whole country does not reveal the wide variation of costs in different parts of the country. In a country as large as the U.S.A. these variations become striking. Reports show an average expenditure per pupil of \$208.83 for the continental United States in 1949, and the corresponding figures for the individual states range from \$79.69 in Mississippi to \$295.02 in the state of New York.

CONCLUDING REMARKS

This essay at a world survey of education started with the terms of the Universal Declaration of Human Rights. Two approaches to a situation report on education were suggested: the incidence of illiteracy and statistics on the school system. Data on illiteracy were compiled but proved inadequate for the purpose of further analysis. In regard to schooling, a global view was arrived at for certain general aspects—the child population of the world, school enrolment, the broad relation of primary to secondary education. A partial answer has been offered to other questions—the access of girls to education, the size of classes, and the availability of higher education. One important aspect of schooling—the distribution of pupils by age and class—was treated selectively. The analysis then turned to the group

TABLE T. — Current public expenditure per pupil enrolled by level of education and by public and private schools, Netherlands 1950

Level and type of education	Current public expenditure per pupil or student enrolled (guilders)		
	In all schools ¹	In public schools	In private schools
Pre-school	47	131	31
Primary	184	206	176
Advanced primary	365	394	349
General secondary	740	853	632
Vocational and technical	236	273	226
Agricultural and horticultural	147	...	...
Teacher training	637	873	447
Higher education	1 594	1 690	331
Special education	484	509	465

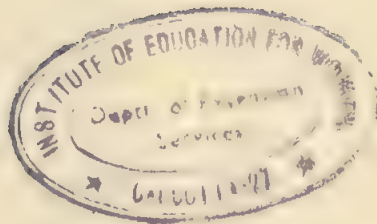
Source. Nederland. Centraal Bureau voor de Statistiek.

1. Including amounts not distributed between public and private schools.

of problems involved in studying comparatively the national support for education. Once again a global view could not be reached, but several approaches were explored with the available data. "

It may be felt, in fine, that the ambitious title of this chapter has not been justified. The position of the compilers here is clear. The need for a world survey of education is real and pressing. Speculation and discussion will

remain sterile unless based on the material that is now on hand. The present text attempts to provide some such basis; and it is hoped that the resulting discussion will be constructively directed towards future action, so that national and international authorities together can report more clearly to the people of the world on the state of the world's schools.



THE COMPARATIVE DESCRIPTION OF EDUCATIONAL SYSTEMS

The brief survey in the preceding chapter was built up from information available about education in the several countries and territories of the world. It represents an effort to secure accurate and uniform data for each school system, then to condense the findings or generalize from them so that an over-all view emerges.

Attention should now be given to the units which go to make the whole. The present chapter and the next are concerned with 'educational systems' as objects of comparative study. The discussion will necessarily qualify and amplify what has gone before, and should be read in conjunction with Chapter I. At the same time, this is the place to introduce the 'handbook' element of the volume—the 200 national and territorial sections that make up the bulk of the book—and to explain the procedures which have been followed by the authors. The starting point here is to review existing material on educational systems in terms of the several purposes for which it is produced. One can then consider an international compilation aimed at a public in many lands—the principles first, then the methods used in the present work. Finally it should be possible to discuss at length certain underlying problems which remain unsolved, and await further study at the national and international level. The present chapter follows this train of thought in regard to descriptive or non-statistical elements of educational systems. In Chapter III special attention is given to statistics.

THE EDUCATIONAL SYSTEM AS A UNIT

While the term 'educational system' is frequently used it is by no means easy to define. Indeed, an inclusive definition acceptable in all countries would serve little purpose; it would be more to the point to take account of varying national views, and thus discover areas both of similarity and of difference.

Each nation or independent state today has a range of institutions and agencies to provide education for its future citizens. The public authorities have everywhere assumed some measure of responsibility for maintaining the process. The principal vehicle of formal education in all countries is the school, which brings together children and adolescents roughly between the ages of 6 and 17 years. The public school system may thus be taken as the central part of

what is meant by the educational system. To this must be added the agencies that ensure administrative, supervisory and welfare services for the schools, pupils and teachers, embodied at the highest level of government in the Ministry of Education. Various other elements will have to be included in the educational systems of particular countries, depending on the way in which the nation views its educational task and allots responsibility. Some of these elements are: in administrative terms, private schools and institutions maintained by public authorities other than the educational; in terms of age-level, institutions for pre-school age children and for higher education; and in terms of purpose, the part-time vocational education of adolescents and a whole gamut of institutions and agencies concerned with adult education. No two countries have educational systems identically composed and indeed any single system is constantly changing and growing. It must be admitted, therefore, that within a country the description of a 'unified' educational system is an abstraction, and a listing of the component parts can at best be approximate. Yet the degree of agreement between countries on essential points is sufficient to justify the abstraction and make possible the comparative study of national educational systems as units.

The principal criterion for fixing the geographical limits of an educational system must inevitably be political, since the process of education is related so closely to nationhood and citizenship. There can be little doubt of what is meant by, say, the Danish or the Egyptian educational system. In countries with a federal political structure the unit is less obvious, and educational criteria may also have to be sought. Thus in Australia and the U.S.A. the states have almost complete autonomy in educational matters; resemblances between the states are, however, more important than differences and cover such essentials as the general aims of education and the organizational pattern. It is reasonable therefore to speak of the Australian and the United States systems of education, while remembering that in each case there may be considerable variations of detail within the country. The U.S.S.R. also, despite its vast expanse and many component parts, presents a unity of aim and method which justifies the description of a single educational system. In two cases the national unit cannot easily be made to fit the educational: Switzerland and the United Kingdom. Cantonal differences in Swit-

zerland are so distinct that the custom has grown up, within the country and abroad, of focusing attention on the 25 cantonal systems of education. For the U.K. also the three large political units—England and Wales, Scotland, Northern Ireland—have separate educational systems. While an outsider may see enough unifying elements to distinguish a Swiss educational system from its neighbours, the French, German or Italian, the degree of abstraction involved is greater than elsewhere.

Another situation arises in a country with a plural population, like the Union of South Africa, where separate school systems have developed to suit differing cultural conditions. Yet here also, as in the federal countries listed above, typical national ways of going about education are to be found: similarities between the several school systems outweigh differences, largely because they mutually influence one another, and there is little difficulty in describing the South African educational system as a unit.

Finally one comes to the non-self-governing territories, usually distinguished from sovereign states on political grounds. To what extent should territories be regarded as having educational systems of the same order as independent countries? The answer appears to be that any difference between the two groups is one of degree, not of kind. Every territory has a school system; the complexity of the educational pattern and its place in the life of the people vary widely between territories; but in no case is the school system something entirely extraneous bearing no relation to government and the community. In other words, while the educational ideas at work in a territory may come from the country administering the territory, the process of adaptation soon produces institutions and agencies that differ from the originals. It would be justifiable, then, to treat the educational systems of territories as entities, though bearing in mind that rapid change is characteristic of these areas and that in some cases only a rudimentary pattern is to be found at present.

This analysis has been made in an *a priori* fashion, with no reference to sources or authorities. It will be useful to examine briefly what types of material exist on educational systems, and how far the systems have been submitted to comparative study.

NATIONAL REPORTS ON EDUCATION

Official surveys of the various phases of economic life—national revenue, production, trade and the like—appear at intervals for most parts of the world. The collection of such data is indispensable for the nations' bookkeeping and naturally receives prompt treatment; and economic relations between countries have such force that a measure of uniformity is imposed on the way in which the information is presented. Education, in common with other social services, is by no means so well provided for.

Only about half the countries in the world publish official reports on education. Considering the importance of these documents as sources for the study of education, it is surprising to note how seldom they have been submitted to comparative scrutiny. A recent Unesco survey provides an annotated bibliography of 68 official reports for the

period 1951-52,¹ but this can be regarded as no more than a first step, since the reports are abstracted individually rather than comparatively. An indication of what might be undertaken internationally comes from the United States, where a study on the education reports of the 48 states was published² in 1953. The reports are examined thoroughly on the structural side: what purposes they serve, the legal basis for their preparation, how they are compiled, processed and distributed, and finally an evaluation of their effectiveness. The resulting data are presented nationally, i.e. as summaries of the 48 component items. Although the U.S. Office of Education carried out this piece of work as a service to the state authorities within the U.S.A., the method could easily be adapted for other federal countries or for an international survey.

In the absence of such a survey some general remarks may be attempted. The official reports vary greatly in form, ranging from a small pamphlet to a 1,000-page tome. The usual period covered is one year, though biennial and triennial periods are also found. All reports are produced in response to a national need which sometimes takes the compulsive force of a statute. The most frequent purpose is for the Minister of Education to report to the nation on the state of education: Belgium and the Netherlands typify the detailed survey which covers all aspects of the educational system, with comment on the quality of schooling as well as quantitative and factual information. At times the report is presented by the Minister to Parliament as a record of his administration and, in part, a defence of the education estimates. This purpose is common in Latin America—Colombia, Ecuador, Mexico, Nicaragua, Peru, Venezuela being examples—and the reports accordingly go into considerable detail on policy and finance. In New Zealand the tabling of documents in Parliament influences the shape of the report: it is issued in several parts, each brief, of which only the first is originated by the Minister. In Ceylon, a similar administrative report comes from the Director of Education. Somewhat midway between these two groups—the detailed survey and the parliamentary document—stand the official reports which attempt to meet both administrative needs and the interests of the general public. While this aim may not be stated in so many words, the reports from Costa Rica, England and Wales, Guatemala, Iraq, Philippines, Puerto Rico, Scotland, Surinam (to cite the clearest cases) have in common a measure of condensation and a presentation that makes for easy reading.

Corresponding to such variations of aim the reports are constructed differently. One might, somewhat artificially, set up four possible categories of documents: wholly descriptive; descriptive with illustrative statistics for the past year and previously; text and statistics separate; wholly statistical. Examples could be found for each category, although the second and third predominate. Without exception the reports reflect the essential core of the educational system—the public school network—but for the rest it is the national definition of the Ministry of Education's

1. Unesco. *Education Abstracts*. Paris, December 1953, vol. V, no. 10. It is hoped to repeat this bibliography at the end of each year.

2. United States Office of Education. *The State Department of Education Report*. Washington, D.C., 1953.

functions that determines the contents. In Belgium and the Netherlands the reports range over the whole educational system, even though some classes of schools and colleges are not directly administered by the educational authorities. A number of Latin American countries also extend the ministry's functions (and thus the reports) to cover cultural activities and extension work with adults. On the other hand the Philippines report by the Director of Public Schools carefully excludes reference to the fairly large private school network, which falls under another office.

The question becomes more complex in countries with a federal structure—and it may be noted that responsibility for education is more frequently devolved to provincial and local authorities than most functions of government. A 'federated' educational system makes national reporting difficult, if not impossible, and delays the publication of data. In Canada and the U.S.A., while the provinces and states report individually, the federal authorities issue a biennial survey of education which is largely statistical. Australia, Pakistan and the Union of South Africa publish accounts of such programmes as the central governments maintain, but the state and provincial reports remain the principal sources of information. The Central Government of India's Bureau of Education appears to be the only example of a federal authority which produces a single national report derived partly from state and provincial material and partly from a comparative analysis designed to reveal the outstanding trends and problems throughout the country. Switzerland, through the mechanism of a Standing Conference of Cantonal Directors of Education, produces a national report which has particular value in that all the cantons do not regularly issue reports of their own. In the U.S.S.R., responsibility for education is divided between the union government and the republics, and also between various ministries and state enterprises. No single comprehensive report on education is issued.

For various reasons, education in non-self-governing territories appears to be better documented than it is for the generality of sovereign states. The metropolitan country issues detailed statistics for the territories in the case of Portugal and Spain; and France in addition publishes a series of descriptive booklets, one for each territory, on cultural and educational conditions. In territories administered by the U.K. and U.S.A., decentralization makes rather for individual reports. The territories under U.K. administration have a particular interest because they represent one of the rare examples of an attempt to secure homogeneity in educational reporting. The practice is for each Director of Education to report annually to the territorial government; in 1949 the British Secretary of State for the Colonies suggested that a standard pattern be followed, and over 30 departments of education have already adopted the form. Although the proposed outline has never been published it can easily be reconstructed from the reports themselves. The reports contain a summary of historical developments and a statement on educational policy in addition to reviewing the past year; and they also cover the educational system broadly, with sections on adult education, social and moral welfare, and technical training provided by other branches of government.

Following the sketchy examination of the official reports on education one may formulate some conclusions. There can be no doubt of the importance of regular reports—annual, biennial or triennial as the case may be—both as a means of showing 'the schools in action' to the legislators of a country and the general public, and also as a cumulative source for use by students of education. That such varied aims are not necessarily contradictory is proved by many of the examples cited above. Even in federal countries—or perhaps, especially there, since the need for comparative study is felt more keenly—the national survey is of the greatest importance for the development of education. This being said, it is clear that the official reports have to correspond to national conditions, needs and administrative practices, and will inevitably vary in form from country to country. The main problem at present is that not enough educational systems produce reports at regular intervals. If this situation improved, common elements would emerge and the subsidiary problem—lack of comparability between countries—would be solved more easily. One country, Austria, has in fact been a pioneer in this direction; while the immediate purpose of the report is national, the 1952/53 document¹ contains a number of elements which are internationally useful—diagrams of the school system, global tables of statistics—and which have been prepared for the benefit of the non-Austrian reader on the basis of models supplied by Unesco.

FOREIGN EDUCATION AND FOREIGN EDUCATORS

The example of the Austrian report leads one naturally to consider two further categories of official reports: those prepared nationally for foreign students and those examining foreign systems of education for national purposes.

Countries which are frequently visited by students from abroad are led to attempt some form of explanation of their educational systems in order to guide these visitors. Examples of such publications may be found in France, Italy, Sweden and the United Kingdom; and on the American continent, in Brazil and the U.S.A. The group is not large. Despite differences between the countries concerned, owing to their similarity of purpose the studies have a great deal more in common than is found in the corresponding official reports for internal use. The categories employed in describing the educational system tend to be comparable: provisions for pupils and students at successive age-levels, public administration and support of schools, historical growth of the present institutions (especially important in Western European countries) and some indication of changes that are now taking place. That a study prepared for foreign educators imposes a measure of standardization on the material may be seen clearly in the U.S.A. booklet²—many of the features emphasized, such as the section entitled 'No national Ministry of Education', would not strike an American

1. Österreich. Bundesministerium für Unterricht. *Zahlenmäßige Darstellung des Schulwesens in Österreich. Schuljahr 1952/53, Heft 2.* Wien, 1953.

2. United States Office of Education. *Education in the United States of America.* Washington, D.C., 1951.

reader as worth comment—but the authors have discovered the need¹ for answering questions of this type in the course of meeting a large number of visitors from abroad. Some other elements in these publications call for a brief mention. The statistical tables are generally of a global kind, since the intention is to give a bird's eye view of the system rather than to comment on detailed changes. The glossary of educational terms also makes an appearance; whereas most current terms are familiar within the country it is clear that they need definition for a foreigner, however well he may know the language—two famous examples being the 'public school' in the United Kingdom and the *académie* in France.

A very different purpose gives rise to studies on foreign education. Without going too far into origins, it may be said that the modern approach to comparative education took shape in the nineteenth century, when public servants and private scholars went abroad to see what they could learn from other educational systems. The preparation of such reports has often been part of a process of reform or reconstruction in the home country, since it is at these moments that educators feel the need for fresh approaches to common problems. Probably the national educational authorities of a century ago sponsored general studies rather more than they do now, and this for a variety of reasons. The growth of comparative education as a science in the university and the increasing activities of international bodies have to some extent supplied the need for information and analysis. Moreover the present complexity of educational systems demands that problems be stated more specifically and then studied by specialists; so that if nowadays a country undertakes an official survey of foreign education the terms of reference are usually limited—e.g. vocational education or the training of secondary-school teachers—instead of covering the educational system as a whole. Valuable as it would be to collect such studies to see what light they throw on national systems of education, the task of locating the material is extremely difficult and has scarcely been begun.

Since no general conclusions can be ventured on this group of publications, it may be useful to describe one recent enterprise, the *Documentation française*, where broad terms of reference are still to be found. This service is attached to the French Prime Minister's office, primarily to collect and publish information which might be of use to members of Parliament; and as the programme has developed, students of education and teachers have become an important secondary public. *Documentation française* puts out regular surveys of domestic and foreign affairs—political, social and economic—in the series *Notes et études documentaires*. Considerable space is given to education, whether as part of a national survey or as a theme on its own. The treatment varies accordingly from a brief account of educational events in a foreign country to a full analysis of an educational system; in the latter case the form of description tends to be comparable to that adopted by a country when preparing a survey for foreign readers. It is noteworthy that in the course of this continued scrutiny of foreign education a special monograph¹

was devoted to the French system. This volume gives a clear impression of the educational system as a unit; following a historical and structural summary it describes the several levels of general and vocational schooling, adult education, sports and physical education. Each section is a complete survey with statistical and administrative data to support the description of types of schools; curricula, teaching methods, staffing and problems. Although the study was intended mainly for the general public in France, it may also be regarded as a model for the comparative description of an educational system—it gives an over-all view of the system, provides enough detail without overcrowding the picture, and assumes little previous knowledge on the part of the reader,

THE WORK OF COMPARATIVE EDUCATIONISTS

Now that comparative education is a recognized field of study, there is a tendency to identify it with the university and to dissociate it from such 'official' studies as those reviewed above. The argument is valid provided it is not pushed to the extreme position of distrust for all official activities and sources. There is an interdependence here: within an educational system the public authorities are the chief source of information over a wide range of topics, and the comparative educationist, national or foreign, needs these data; in turn, comparative education provides an indispensable tool for many programmes normally undertaken by the public authorities—the interpretation of local conditions in the light of comparative experience, the adaptation of educational techniques found elsewhere, the exchange of teachers and students and so on. For the present discussion, it is necessary to examine how comparative educationists describe educational systems, and how their work is related to an international compilation.

The process of learning from the teaching techniques of others is as old as the establishment of the first school; and in a like way the organization of school systems in close relation to cultural or national entities led to a great deal of interchange of educational techniques. The conscious use of the comparative method in this context emerged in the nineteenth and early twentieth centuries; details of the movement may be found in Rossello's *Les précurseurs du Bureau international d'éducation*¹ and corresponding national studies such as 'English pioneers of comparative education'² by Dr. N. Hans. At the end of the first world war attempts to reform education, increased exchanges between countries and the setting up of several new nation states combined to produce a fresh demand for the comparative study of education. The year 1918, for example, saw the publication of Peter Sandiford's textbook *Comparative Education*. The definition of the scope and methods of this branch of study,

1. Pedro Rossello. *Les précurseurs du Bureau international d'éducation*. Genève, Bureau international d'éducation, 1943. Subsequently published in English: *Forerunners of the International Bureau of Education*. London, Evans Bros.

2. Nicholas Hans. 'English pioneers of comparative education' in *British Journal of Education Studies*. London, Faber, vol. 1, no. 1, Nov. 1952.

1. *L'organisation de l'enseignement en France*. Paris, Centre national de Documentation pédagogique, 1952.

as distinct from the history and philosophy of education, owed much to Professor I. L. Kandel, who is important alike for the range of his work and the influence he has exerted on a generation of scholars. Kandel's *Studies in Comparative Education*¹ published in 1933, may be taken as a basic statement on the position of the comparative educationist. The first purpose of comparative education, the practical one, is to enable those responsible for education to *adapt* rather than *assimilate* the practices, methods and organization used in other environments. Today 'many of the problems of education are almost universally identical', thus giving special importance to the comparative approach. But since Kandel is concerned with adaptation, the mere study of an educational system as such is useless. The study should start from specific problems; 'the chief value of a comparative approach to such problems lies in an analysis of the causes which have produced them, in a comparison of the differences between the various systems and the reasons underlying them, and, finally, in a study of the solution attempted'. This implies an effort to interpret the school system, or even a single educational problem, within the context of each nation's social and political ideals and practices. The individual with a particular question in mind—coming, say, from South America to examine how Britain, France and Sweden differentiate the secondary school curriculum to suit pupils' abilities and national needs—will be forced to make *ad hoc* judgments on the meaning of what he sees and on its applicability in his own country. A developed comparative education in Kandel's sense should provide the means for a richer experience and more precise and valid judgments. This brings one to the final purpose of comparative education—a comparison of variant philosophies of education, as seen in practice, leading to a 'critical approach and a challenge to one's own philosophy and a clearer analysis of the . . . educational system of one's own nation'.

Applications of this point of view are to be found in most of the subsequent literature of comparative education. *Studies in Comparative Education* deals with six countries—England, France, Germany, Italy, Russia and the United States—and takes the school system as a whole as the object of study. The general or comparative element provides the framework of the book—the introductory part, the beginning of each specialized chapter, the final summing up. The topics selected for detailed chapters are: the state and education (an outline of prevailing philosophies), the organization of national systems of education (formal schooling viewed historically as an articulated whole), administration, elementary education, the preparation of elementary teachers, secondary education and secondary teachers. The six countries are analysed in turn under these headings, and the list may thus be taken as a guide to the categories essential for describing an educational system for comparative education purposes.

In Kandel's view, the starting point of comparative education should be a problem common to most countries.

Accordingly the Teachers College *Educational Yearbook* series,¹ produced under his editorship, was based on such themes as the philosophy of education, the relations of the state to religious education, teachers' associations; but several issues were simply historical reviews of developments during the previous decade. The yearbooks were composed for the main part of separate national chapters contributed by scholars in the different countries, and were intended principally as source material. A similar method is used in *The Year Book of Education*,² originally British and now sponsored jointly by the London Institute of Education and Teachers College, Columbia University. This is a larger volume, providing more space for comparative studies proper. As an example, the 1953 issue deals with the status of teachers. The editorial poses a series of questions on this subject and attempts to derive general conclusions from a comparison of national situations. A series of special studies follow, contributed by specialists in fields adjacent to education—sociology, anthropology, economics—and designed as an interdisciplinary approach to the subject. The national studies make up the bulk of the volume; variations are wide since authors are allowed considerable freedom to adapt or change the original scheme for the book.

A thematic approach was used also in Dr. Friedrich Schneider's journal.³ To have a number of specialists from different countries discuss a single important problem is an effective way of developing the science of comparative education, well suited to periodical treatment. The *Internationale Zeitschrift* resumed publication after the last war, but was suspended in 1950, so that there is now, regrettably, no journal in this precise field.

Nevertheless it is evident that the comparative method informs a great deal of educational literature, and after the second world war a set of circumstances similar to those in the 1920's helped stimulate a renewed interest in comparative education. Many studies published in journals or as monographs approach their problems by drawing comparisons between parts of a single country, or between countries, and while not specifically labelled comparative education, can be so considered. It is necessary, however, in reviewing the recent literature, to select only items which bear on educational systems as a whole; these tend to be textbooks and reference works and represent the consolidated position rather than the growing points of the science of comparative education. A few new textbooks have appeared. Dr. N. Hans's *Comparative Education*⁴ describes the educational systems of four countries (Britain, France, Russia, U.S.A.) under broad headings of administration and structure of the school system. The introductory analysis is fuller than in other books of similar scope. Hans isolates for study

1. I. L. Kandel, *Comparative Education*. Boston, Houghton-Mifflin 1933. English edition: *Studies in Comparative Education*. London: Harrap, 1933.

1. Columbia University. Teachers College. International Institute. *Educational Yearbook*. 1st-21st; 1924-44. Edited by I. L. Kandel. New York, Bureau of Publications, 1925-44, 21 v. No longer published.

2. *The Year Book of Education*, 1932-40, 1948, London. Evans Brothers.

3. *Internationale Zeitschrift für Erziehungswissenschaft*. Köln, B. Weidmann, vol. 1-3, 1931-33; Salzburg, O. Müller, vol. 4-6, 1947-50.

4. Nicholas Hans, *Comparative Education*. London, Routledge and Kegan Paul, 1949.

the factors which shape or influence national education: natural factors (racial, linguistic, geographical and economic), religious (Catholic, Protestant, Anglican, Puritan) and secular (humanism, socialism, nationalism, democracy). The discussion is illustrated by examples from many countries, and follows a historical method. From the United States comes Moehlmann and Roucek's *Comparative Education*,¹ perhaps the first attempt to secure a global view of educational systems. The comparative introductory chapter, 'Education in various cultures' gives a summary account of the principles and practices which are embodied in the patterns of education of the world's chief cultural areas. The yardstick used is the extent to which the school system is universal or—at the other end of the scale—produces an élite. The rest of the book is taken up with 17 national and regional studies written by American educators who have specialized in the regions concerned. These chapters have no standard form. A historical and social survey, very brief, serves to place the educational system in perspective, and this is described under various heads, the most usual being elementary, secondary, vocational, higher, teacher education. The book is intended for United States students and embodies at least two of Kandel's original principles: placing educational systems in their cultural settings and the use of such study to increase understanding of one's own system. The latter purpose is seen more clearly in Adolph Meyer's textbook.² According to the author's preface: '... the emphasis has been on American education. This is necessarily so since the book is designed for American readers. I have always believed, however, that the study of education cannot be scientific if it is based on an attitude which is largely isolationist; hence I have sought to make my subject as inclusive as possible and, like Horace Mann and Henry Barnard, I have approached it from the comparative viewpoint'. Meyer discusses the principal trends and movements in U.S. education with constant reference to the exchange of ideas between the U.S.A. and other countries; and one of the three parts of the volume is devoted to national systems of education (England, Germany, Italy, Russia, U.S.A.). These national descriptions are more interpretative than formal and give considerable place to recent historical developments. If the descriptive core be abstracted, it consists in each case of the following elements: historical background, administration, elementary and secondary schools, special features.

While this is in no sense a review of the literature, the works described above have been treated at some length so as to provide an idea of the range and purpose of comparative education. Comparative education is accepted as a discipline, with university chairs and consequent textbooks, more commonly in English and German-speaking countries than elsewhere. The literature proper of comparative education is of course much more widespread; it is to be found chiefly in educational journals of various countries in articles that may not be clearly

identified as comparative. Some discussion of the differing standpoints of French, German and Anglo-American authorities may be found in a recent article by Dr. N. Hans in the *Internationale Zeitschrift für Erziehungswissenschaft*.³ The systematic collection and study of material embodying the comparative method is, however, a virtually untouched field. In the absence of such research, this discussion must perforce turn to a final class of publication—compendious works of reference of importance to comparative educationists.

Reference books are necessarily few. One might increase their number by including regional studies which are exhaustive enough to become standard sources on the individual countries concerned. A good example of the treatment is the volume by Matthews and Akrawi on six Near Eastern states.² The authors use a standard pattern for their description of the six educational systems, but adapt it freely to suit particular circumstances; in other words, they interpret afresh for each country the components of the educational system, so that in the Lebanese section, for example, more space than elsewhere is given to private schools. The principal categories for the description are the organization and administration of the educational system, primary, secondary, vocational and higher education. While the authors attempt to situate educational provisions in a historical and social context for each country, their main generalizations are contained in a final comparative section which represents the regional study proper. Another volume, conforming more closely to the reference book type, is Hylla and Wrinkle's study³ of Western European school systems. The school reform movement in the German Federal Republic probably inspired the effort to collect data on strictly comparable lines, so that the information might be readily available for German administrators and educators. Ten countries are treated in separate chapters written by well-known specialists. A standard form is used, comprising no fewer than 66 separate heads; these cover, in a specific form, all the information that could be classified as: aims of education; structure of the school system; methods, materials and curricula at all levels; legal and administrative provisions; services to the pupil; special problems; trends and reforms; informal education. Administrative patterns are covered by diagrams, and statistics are condensed into the very telling form of a diagram showing percentage of population for each year of age attending schools of various types. *Die Schulen in Westeuropa* proves that it is possible to present most of the significant information about a school system in a condensed and standard form. Moreover, this approach does not prevent individual authors from treating the quality of education in a critical way; the study is novel in that appraisal is conveyed by a judicious marshalling of facts rather than by an expression of personal opinion.

In the field of reference works proper, comparative

1. Arthur H. Moehlmann and Joseph S. Roucek, eds. *Comparative Education*. New York, Dryden Press, 1952.
2. Adolph E. Meyer. *The Development of Education in the Twentieth Century*. 2nd edition. New York, Prentice-Hall, 1949.

1. op. cit., Fünfter Jahrgang, 1948/49, p. 443-50.
2. Roderic D. Matthews and Matta Akrawi. *Education in Arab Countries of the Near East*. Washington, D.C., American Council on Education, 1949. 584 p. Subsequently published in Arabic (Cairo, 1950).
3. Erich Hylla und W. L. Wrinkle. *Die Schulen in Westeuropa*. Bad Nauheim, Christian-Verlag, 1953.

education tends to become part of the wider subject of education, and educational systems are treated in passing as they arise. This is true for most of the encyclopedias, dictionaries and lexicons of education, although the very act of preparing a comprehensive work entails a certain use of the comparative method and a corresponding account of experience in other countries. The latest edition of Hehlmann's *Wörterbuch der Pädagogik*,¹ for example, contains short accounts of national school systems derived from both official and non-official sources. A more deliberate attempt to deal with the question occurs in the third volume of the massive Swiss dictionary of education,² where an outline is given of the educational systems of 82 states. The chief elements of each national entry are a historical or general introduction, a description of the organization of the school system, and a bibliography. Perhaps the only publication of non-official origin which is concerned entirely with the comparative description of educational systems is the directory on higher education edited by M. M. Chambers.³ The volume covers in some detail over 2,000 institutions of higher education situated in 70 countries and territories. The directory entries are arranged by country, and as measure of background each national section is introduced by a short survey of the educational system. A standard pattern exists for these introductions: general facts, administration, primary, secondary, vocational, teacher and higher education. Apart from the descriptions the text contains statistics (no fixed tables) and a selected bibliography. Although a by-product of the directory, these introductions together form a survey of most of the world's school systems.

From this analysis of a few important works, it appears that the comparative educationist may be concerned with the cultural setting of an educational system or with a particular problem studied comparatively. The essence of his task is interpretation of a kind that will facilitate the inter-cultural exchange of experience and thereby deepen our understanding both of the educational process and of educational systems. The description of an educational system in words, figures and diagrams is not comparative education, but it does constitute an indispensable foundation for any such study. An interesting point to note in the works described above is the considerable space devoted by authors to the very descriptions they attempt to eschew. The absence of internationally comparable material—descriptive, bibliographical, linguistic and statistical—largely accounts for the fact that most writers have to spend so much time in putting the data together before they can start using the comparative method for analytical purposes.

WORK BY INTERNATIONAL AGENCIES

The link between comparative education and international action in education is very close. On the one hand compa-

rative educationists are individually interested in affairs beyond their national borders and collectively interested in having comparable material available for study; accordingly they have for many years been vigorous champions of the ideal of an international organization for education—whether this takes professional shape (the New Education Fellowship, for example, or the recent grouping of teachers' associations in a world confederation) or arises from the initiative of governments (the International Bureau of Education and, latterly, Unesco). On the other hand, the programmes of such organizations depend to a considerable extent on the findings of comparative education. The mere fact of bringing together educators of different nationalities implies a degree of mutual understanding, an interpretation of national experience in education; and long-range programmes can only be fixed if agreement is reached on the most urgent international problems in education and the most effective methods of coping with them. Discussion and decision alike need to be based on a body of evidence provided by the study of comparative education.

The collaboration of a number of governments in an educational enterprise makes possible a systematic handling of the fundamental data of comparative education. The collection and standardization of statistics, terminology and descriptions have been attempted by individuals and unofficial bodies as a prelude to further study—three recent examples have already been cited, *Universities of the World outside the U.S.A.*, the *Lexikon der Pädagogik*, and *Die Schulen in Westeuropa*. However, the task is one which might naturally be undertaken by intergovernmental agencies. The International Bureau of Education, founded in 1925, early began a series of such studies. For over a quarter of a century it has published the results of comparative studies on single topics, ranging from the financing of education to the teaching of handwriting. In 1932 the Bureau made its first attempt to compile basic information on educational systems: *L'Organisation de l'instruction publique dans 53 pays*. This volume was designed to illustrate the passage of pupils from one level of schooling to the next. In effect it became a survey of the school structure in 53 countries; the principal elements are a diagram showing types of school, an explanatory text, a description of examinations and other selective devices, summary statistics, and a bibliography. In the following year, 1933, the Bureau began to publish the *Annuaire international de l'éducation et de l'enseignement*, a yearbook containing official national reports on events during the preceding year. This volume appeared annually until 1939, was resumed in 1946, and after 1948 was published in English and French under the joint imprint of the IBE and Unesco. The number of countries reporting rose steadily from 1933 to 1939 and rose again after 1946, with totals of 43, 51, 54, 60 respectively for the years 1950, 1951, 1952 and 1953. A standard form is used for the national sections: school administration; organization; curricula; methods; teaching staff; auxiliary services; but this is adapted by countries to suit the main events they wish to report. A general introduction to each volume sums up trends under the same general headings. The *International Yearbook of Education* (the present English title) represents a valuable source of information over the years, and has been a successful method for securing

1. Wilhelm Hehlmann, *Wörterbuch der Pädagogik*. Stuttgart, Alfred Kröner Verlag, 1953.

2. *Lexikon der Pädagogik*. Bern, Verlag A. Francke AG, 1950-52. III Band, p. 497-617.

3. M. M. Chambers, ed. *Universities of the World outside the U.S.A.* Washington, D.C. American Council on Education, 1950.

annually from ministries of education a record in a form which is more or less comparable and thus easy for the foreign student to follow. This continuing work is the international equivalent of national reports on education. While an indispensable first step, it does not exhaust the possibilities of international collaboration in compiling data and it does not fully answer the needs of comparative educationists for sources. The annual progress report needs to be read against a description of the educational system—the type of summary view given in *L'organisation de l'enseignement dans 53 pays* in 1932 but not repeated thereafter.

Such considerations as these led to a Unesco project for a compendious publication on educational systems. The first edition was prepared in 1951 and issued in 1952 under the title *World Handbook of Educational Organization and Statistics*; it covered 57 countries, of which 38 in some detail, and contained a core of statistics, descriptive text, diagrams, glossaries and bibliographies. The present volume, under a new title, is the second edition of the work. Since the survey published in these volumes has been a continuous activity, it may be as well at this point to examine the principles and procedures adopted and the outstanding obstacles encountered.

UNDERLYING PRINCIPLES OF AN INTERNATIONAL COMPILATION

At the risk of over-simplifying the issue, one may say that information on educational systems is required for one or both of two purposes. The first is the analysis of causes and effects—what circumstances, political, social, economic and otherwise, and what combinations of them, create certain educational problems; and how has a manipulation of circumstances and of the educational system produced solutions to these problems? This involves an attempt to interpret educational situations against their socio-political, economic and cultural backgrounds. And second, generalization from particular cases—what are the world trends in education, to what extent are common problems and solutions found, what are the significant differences? This in turn implies comparison. Although expressed here in an abstract form, these purposes inform a great part of practical educational work, and involve at some point or another the maker of policies, the administrator, the teacher as well as the student of the educational process. For each of them has to situate his sphere of activity in respect to something wider, perhaps as wide as the world; and each is concerned with the transfer of educational experience from one part of the world to another, since this is one of his tools for dealing with his own problems. The interpreting and borrowing of educational ideas or techniques takes place in any case. It is the particular role of the comparative educationist to develop a methodology of comparison, partly to facilitate the process and partly to avoid undisciplined use of generalization and of transfer. At the present time educational ideas and 'good practices' travel slowly; and much that is newly built in education has been copied blindly from elsewhere, regardless of conditions prevailing in the original or the new country.

Such being the need for and the use made of information on educational systems, the importance of an international compilation may be accepted. As a function of the objectives, what principles are desirable in such a compilation? A suggested list is as follows:

1. The survey must be geographically comprehensive. Every part of the world with a distinct school system should be represented.
2. Political considerations should be followed in defining the territorial limits of individual educational systems.
3. Each national section must be comprehensive, covering all important aspects of the educational system. Here the decision on what to include or exclude rests partly on the national view of what the 'system' is.
4. Each section must give however only a minimum of essential information. The need for brevity, though it may conflict with 3 has great force.
5. Every effort should be made to ensure the accuracy and recency of the data.
6. Standardization is necessary to facilitate subsequent analysis. In the first instance a standard form or check-list, for both facts and figures, is indispensable.
7. Presentation should be planned for a multi-national public, for the 'foreign student'. This reinforces the need for standardization and for attention to terminology and the possible use of graphic devices.

These desiderata are not all of the same kind or importance. However, taken into account collectively, they should give rise to a co-operative pattern in which the public educational authorities of all countries can take part. The construction of the present volume is outlined in the next two sections, so that the reader may have the opportunity of evaluating both the objectives proposed and the results.

GENERAL VIEW OF THE WORLD SURVEY

The volume covers 200 educational systems, with a certain variety of treatment. Of the recognized states in the world three are missing—Muscat and Oman, the People's Republic of Korea and Tibet—and many are not fully represented. As the contents table shows, sovereign countries are set out alphabetically and non-self-governing territories are grouped (generally on a regional basis) after the states which are responsible for part or all of their administration. A small number of territories with mixed administrations are placed at the end of the book. This question of order is difficult, and no single rule appears to solve it: both political and geographical elements enter the present table of contents. The grouping of territories after the administering country economizes space, since territorial systems of education are influenced in varying degrees by that of the administering country, and repetitive statement can be avoided in this way. In certain cases, too, a broader regional synthesis has occurred—as with the British Caribbean Region chapter, where only the statistics of the seven component systems are differentiated. It may be that economy is achieved here at the cost of inconveniencing the reader; or that a regional treatment should be applied

thoroughly to all parts of the world; such points require further study.

Changing political conditions introduce a further complication. For the *World Survey* the table of contents was set up on 15 April 1953, and territorial or constitutional changes after that date are not reflected.

It is clear that the national unit method is the basis of this work. The effects may be traced in regard both to sources and to presentation. Most of the national and territorial sections are original and official. Three different possibilities of composition occur: where the national educational authorities prepare the entire chapter afresh, where they revise and bring up to date an earlier version (from the first edition of this work), or where they check and approve a draft prepared by the Unesco Secretariat. Whichever method is followed, the final product may be regarded as authoritative. For the remaining sections—a small minority—national authorities did not respond positively to the drafts sent them, and the drafts are therefore published unamended. Such chapters have the second-hand authority of the sources consulted.

From this approach it follows that no norms are imposed on national usage. Standardization takes the form of a check-list of items, but it will readily be seen that the individual chapters vary in the respective weights attached to these items—for example, adult education receives much more attention in the texts from Scandinavian states than it does elsewhere. The length of chapters, too, depends on the amount of explanation found necessary by the national authors (often derived from long experience with foreign visitors) and bears no direct relationship to the quantitative importance of the educational system. Finally, terminology and statistical tabulation are accepted as they occur nationally. In the long run an international system of educational reports may be evolved, but this will be a slow process and it can only be realized if an empirical method is followed now.

The idealized 'reader' borne in mind throughout the work is the 'foreign student'. This conception has practical value in resolving a number of problems arising from the presentation of text and statistics. The same point of view has been kept in mind by the many national authors and has been a more valuable aid to standardization than a rigid standard form could have been.

MINIMUM ELEMENTS IN DESCRIBING EDUCATIONAL SYSTEMS

Next, let us consider the contents selected for treatment, in the *World Survey*. The present discussion—perhaps rather artificially—reserves statistics for treatment in the next chapter, so the descriptive text only is dealt with here.

In each national entry three principal aspects of education are isolated for treatment: the legal basis, the administration, and the organization of schools.

The legal basis of education is a natural starting point. The reader must be shown what constitutional and statutory provisions are made for education. In states where the constitution is the principal source of authority a quotation of relevant articles may be enough. For the

majority, however, there are decrees, laws and regulations, often bewilderingly numerous. The goal has been to select the main organizing Acts which apply to the system as a whole (such as laws on compulsory attendance) or to entire levels or types of schooling, and to give a resumé of the laws with references, so as to satisfy both the casual reader and the student. A certain amount of explanation on how laws and regulations affecting education are enacted is found necessary in cases where the authority vested in different levels of government, central, provincial and local, has a bearing on the administration of the school system. Two observations may be made in passing: legislation cannot be separated completely from other aspects of education, and legislative references will occur in detail in other parts of the description; and second, the letter of the law is insufficient, in some states, to account for the principles on which the educational system is based. Some account of these principles may therefore be appropriate to the first rubric.

Administration follows. This section describes the national machinery for running the schools. As a rule the central authority, various intermediate authorities and local bodies can be differentiated; in each the points of interest are the structure and functions, the inter-relationship of the several levels, the methods employed for ensuring supervision and the maintenance of standards. Much of this administrative information can be succinctly shown by diagrams, and one or two countries in the present volume have experimentally used diagrams in place of text. Questions of administration and finance cannot be treated apart. Apart from the question of authority for spending, two financial topics require an answer on the national level: what are the main sources of revenue for education and what are the main purposes of expenditure? Description here serves to explain and interpret such data as are presented in statistical tables. In a number of countries independent or private schools play an important part in supplementing public education, or even make up the larger part of the system. Some account is needed of the relation of public to private authorities, including administrative and financial arrangements; and any instances of dual systems of education (which may arise from ethnic or other distinctions as well as administrative factors) require a fairly full explanation to be intelligible to the foreign reader. Finally, buildings and supplies represent an important subdivision of the general theme of administration: what body provides and maintains them, and with what funds?

The third element of the description is here termed organization. Broadly, this covers the school system proper, which is classified arbitrarily into: pre-school, primary, secondary, vocational, higher, special, teacher training. At each level the reader wants to know what types of institution exist, what courses are given, what curricula and methods are followed. And, since the school system is—at least in theory—an organic whole, the text must bring out clearly the articulation of various parts; that is, how the pupil progresses through the system, what choices and opportunities are open to him, what barriers intervene. Indeed one method of describing organization is to trace the careers of a hypothetical sample of pupils. While this suits less condensed works, the *World Survey* has

to be content with more formal techniques such as the diagram. In the first edition three independent methods were used to deal with organization: a descriptive text, a bar diagram and a classification table. For the present volume the diagram was selected as the essential element. The choice lay between the bar and the fork types, as illustrated overleaf for the Italian school system.

The bar diagram is well suited to single-ladder systems, such as that of the U.S.A.; but where the number of school types is greater it has the drawback of over-simplifying the relationship between types of schools, and suggests (at any rate to a casual reader) some statistical element in the width of the bars. The fork system avoids such difficulties; if it lacks the unity of structure that makes the other diagram easy to memorize, that is perhaps no serious matter. It is adopted in the present volume, and appears to be adequate for the purpose. A number of refinements are possible, such as symbols for examinations, hatching to depict the years of compulsory schooling, and so on; and the sometimes intricate relationship between secondary and higher educational establishments can be resolved simply. The next element, based on the diagram, is a national glossary of school terms, serving both to explain and to expand the facts so far given. And finally, whatever cannot be expressed in these two ways has to be described in the text. A logical building up along such lines should, ideally, eliminate duplication.

However, the text itself requires some definition: what organizational aspects of schooling remain for treatment? The content of education is one aspect. This embraces curricula and courses of study, including the grouping of courses to form specialized streams at the secondary level. A related question is school organization—the extent to which separate institutions are favoured for the different age-groups and fields of study, or the contrary tendency to group pupils in all-age schools and to provide comprehensive curricula. Organization within the school involves also methods of promotion, selection and guidance of pupils. Lastly, classroom teaching methods are of interest. Much of this material is still far from being standardized even in the national idioms, and can only be represented internationally in terms of broad contrasts—while the all-important aspect of the relationship between child, teacher and experience completely defies any process of abstract generalization and description.

Following these basic elements common to all systems of education, and requiring description for the foreign reader—legal basis, administration, organization—space is found for certain optional elements. These are used if there is something significant to report: adult education (distinguished from the formal or organized school system, but part of it in some few states); the status of teachers; school welfare services—an inclusive term for health services, school meals, extra-curricular activities and so on, many of which are already regarded by some states as essential parts of administration and organization. Finally, the inclusion of a section on trends and problems is advisable to provide a certain measure of relief to an otherwise two-dimensional account.

OUTSTANDING PROBLEMS

To select certain items for inclusion in the text is to reject others, either because the data are hard to come by or because of lesser significance. Such important aspects of education as public policy, the general attitude (or rather, attitudes, since few countries can give a single expression to their educational philosophies) of society to the school, and the historical growth of the school system are missing from the outline given in the previous section. Certain other elements, such as curriculum and teaching methods, are passed over lightly. Further discussion is needed, nationally and internationally, for the practical purpose of improving the presentation of educational data.

Apart from the gaps, there are also certain questions to which no satisfactory answers can yet be given, the method followed in the *World Survey* being based on untested hypotheses. Three important problems will be referred to here: terminology, bibliographies and the relationship between text and statistics.

The current educational terms of each country are embedded in the national language; with their cluster of meanings they are the normal vehicle for any native description of the educational system. The problem here—of converting national experience into an international framework—is simply one aspect of the difficulty of international communication; it exercises educators considerably. The only final answer would be a full range of dictionaries, unilingual and multilingual, covering the most important terms used in education. A full-scale operation would be slow and costly; proof of which may be seen in the *American Dictionary of Education*,¹ a piece of work that took seven years and involved services estimated at a cost of \$200,000.

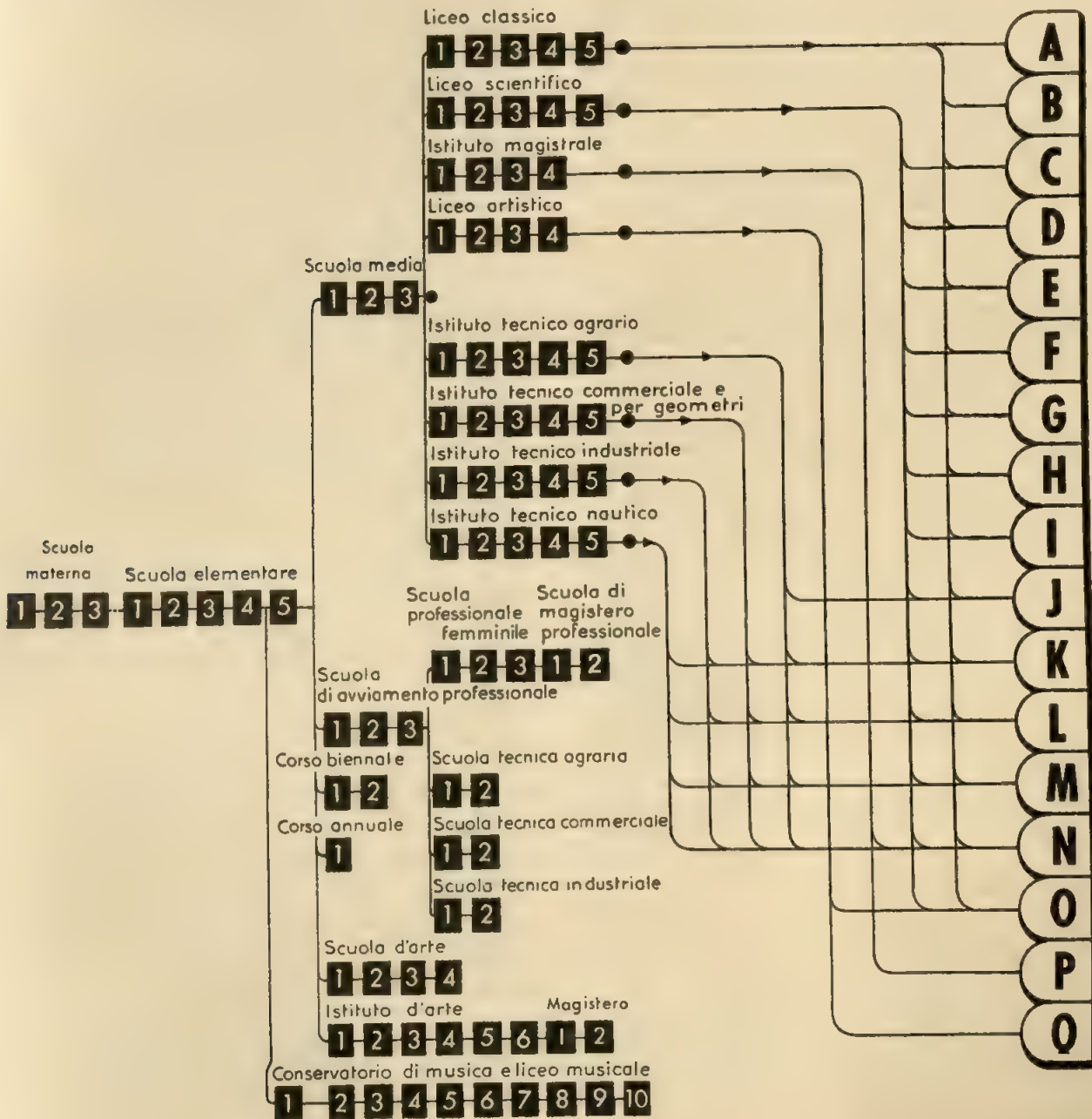
While the ultimate goal may be unattainable for the present, the work of international collaboration goes on, and some intermediate solution must be sought. A distinction should be drawn between native usage and conventional international usage. One of the principles of the present volume is to respect national methods of describing education and reporting statistics—and this may be extended to educational terms. For example, the French *académie*, German *Mittelschule* and Italian *laurea* might be retained in any text on these countries without oversimplifying the issue by translating the terms into the language of the text. A definition or description (something very different from a translation) would be given at the first occurrence, but thereafter the foreign word becomes part of the authors' and readers' vocabulary. The next rule is to divorce languages of international communication from their diverse national contexts. This volume is published in the two official languages of Unesco, English and French. In this English edition of the work attention may be limited to the English problem. The language is native to a number of countries, each with its own educational structure and corresponding terms. One may observe, as an illustration, that institutions of a similar type and level are in these countries variously called 'elementary', 'primary', 'junior' or 'preparatory' schools. In the more complex realm of administration the

1. Carter V. Good, ed. *Dictionary of Education*. New York, McGraw-Hill Book Company, 1945

[illegible]

Example of fork diagram (Italy)

3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
 ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓



situation is even more involved. For an international work, therefore, certain English-language conventions have to be adopted: terms peculiar to an English-speaking country become 'native' just as much as the obvious foreign words, and a simplified English sufficient for descriptive and defining purposes has to be built up.

The present volume contains descriptions of educational systems under selected headings, with the main emphasis on the structure of the school system. In regard to terminology there is an even narrower delimitation of scope, and attention is focused almost entirely on types of school. As outlined above, the starting point for each country's educational organization has been a diagram showing how the school types articulate. Whenever possible the original or native terms are given on the diagram with an accompanying glossary of English explanations.

This national glossary¹ represents an attempt to arrive at an adequate defining vocabulary in English. The general terms have to be reduced to a minimum; they must be susceptible of definition in unambiguous words; and while not rooted in the usage of particular countries they must be clearly understandable by all English readers. The tentative list used in the *World Survey* is as follows:

Pre-primary school. An institution for the education of young children below the age of formal schooling, emphasis being placed on social and physical development rather than intellectual training. The term as used throughout this book excludes institutions developed to care for but not educate the children of working parents.

Primary school. An institution providing for the first stage of formal education, beginning approximately between the ages of 5 and 7 and ending approximately with adolescence.

Secondary school. A school providing for the second stage of formal education, covering approximately the period of adolescence (12 to 18 years), and catering to a greater degree than the primary school for the diverse interests, capacities and aptitudes of the pupils with a view to preparing them to take their place in adult society.

General secondary school. A secondary school where curriculum is basically a combination of academic subjects: languages and literature, mathematics, pure science, history, geography, art and music, taught for the sake of the intellectual and cultural development of the pupils and not as vocational training.

Vocational secondary school. A secondary school with a curriculum including both subjects intended to fit pupils for an occupation or career and subjects of a general cultural value; the course or courses usually lead to further vocational training at a higher level.

Vocational training school. A school whose function is to teach occupational skills and only such other subjects as bear on the understanding and mastery of these skills; the course or courses are usually terminal.

Teacher-training school. An institution at secondary school level for training primary school teachers and offering a course comprising both general and professional education, leading to certification.

Teacher-training college. An institution training primary or secondary teachers with a course based on upper secondary studies and offering mainly professional but also some general education, leading to certification.

Institute of education. A degree-granting college for research and advanced training in education.

College. An institution giving specialized education at post-secondary level.

University. A degree-granting institution of higher education, following on from upper secondary studies, and providing for advanced study and research in a number of branches of learning, organized in faculties, institutes or colleges.

The empirical nature of the present work needs stressing: this is an attempt on a limited front (school terms) to give simple explanations (diagrams plus glossaries) from which broader generalizations may be derived as a pointer to future work. For practical reasons—printing resources and convenience to the reader—the glossary apparatus is confined largely to the Roman alphabet. One experimental variation occurs, that of Arabic. In the English-speaking countries another arbitrary decision has been taken, to gloss all terms for types of school, regardless of how obvious the original may seem. Only when the national term coincides with the generic is this rule waived.

In national publications—both studies of foreign education or studies on the country intended for foreign readers—there appears to be a growing awareness of the problem of terminology. Several of the more recent books include glossaries and make use of the native terms in the text. If this tendency develops it will make educationists more familiar with foreign terms, while increasing the amount of raw material (glossaries) available for dictionary-making.

At the international level it may be possible to extend the piecemeal approach, and to progress from school types to administrative and curricular terms. The role of the glossary in the *World Survey* is conceived strictly as an aid, not as an end in itself; but the accumulation of these aids should provide material for an educational dictionary which will be no less important than the material coming from national sources.

Organized indexes and bibliographies which record, analyse and classify the materials published within the country exist in very few states—a similar situation to that of dictionaries raised in the preceding section—and educational science is the poorer for their absence.

In the more specific area of comparative education, reference has already been made to the lack of adequate bibliographical controls. Much published material uses the comparative method, and some studies on particular problems—finance, curriculum, etc.—make valuable contributions on the methodological side, yet may not come to the notice of comparative educationists. Although this problem has been raised by several authors, the only attack on it is to be found in Professor W. W. Brickman's periodical essays in *School and Society*;¹ these bring together in a critical form the publications from a number of countries with a bearing on the topic discussed—comparative

1. A general glossary will be found at the end of the volume in which the definitions contained in the various national glossaries are recapitulated and supplemented with further details.

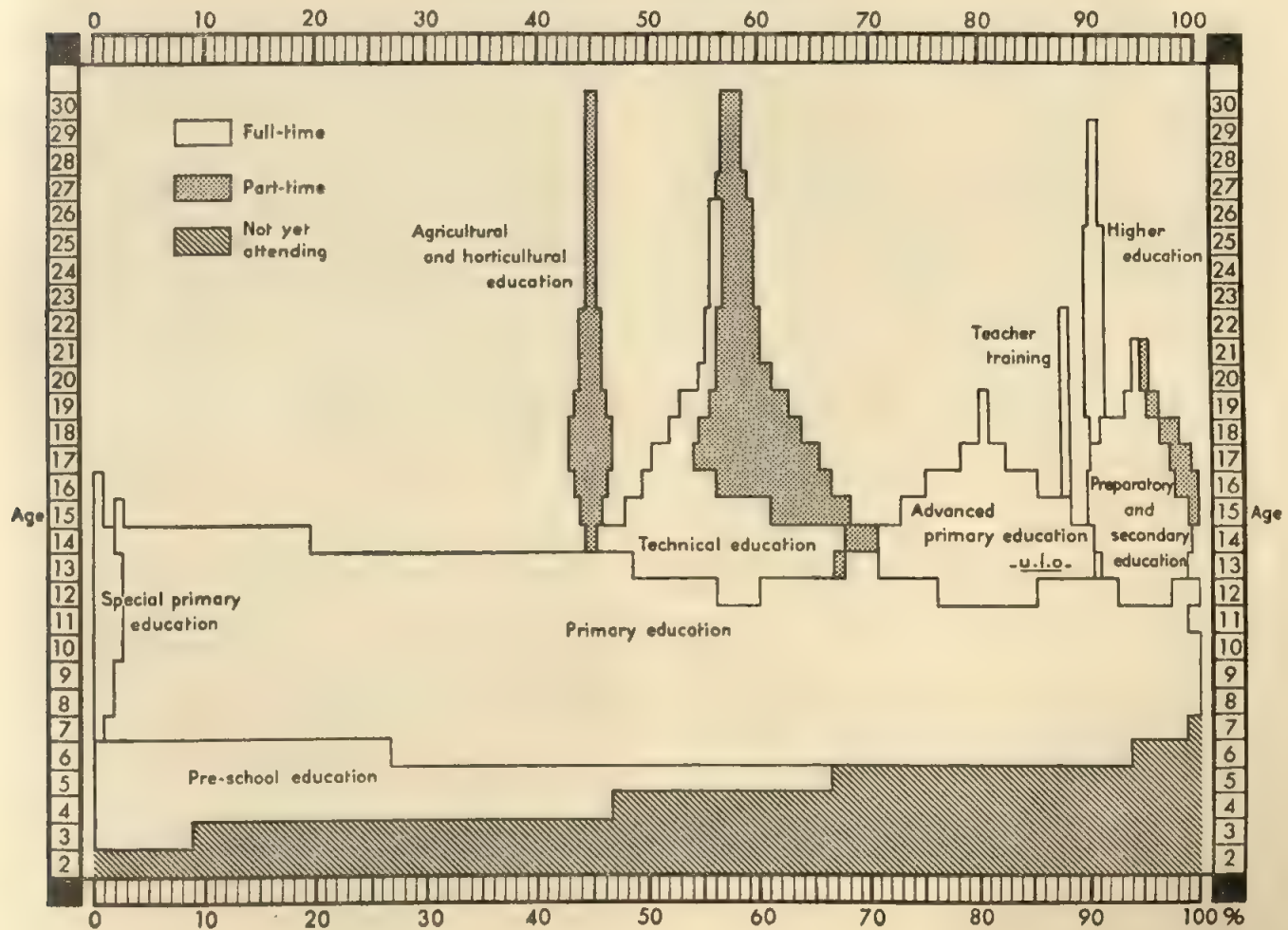
1. *School and Society*, published weekly by the Society for the Advancement of Education (15 Amsterdam Avenue, New York 23, N.Y.).

rative education itself, or school reform, the place of certain subjects in the curriculum, education in one country or in a region, and so on.

The role of bibliography in the *World Survey* is still more narrowly defined, but—just as much as the text and statistics—it forms an essential element subject to rules and careful preparation. Each national or territorial chapter contains a bibliography designed for the foreign student who may wish to pursue his reading on the whole or part of the educational system introduced so briefly here. The bibliography is thus a tool by itself, not simply a record of sources; it has the same orientation as the rest of the book and prolongs the descriptive and statistical parts by giving a list of recent and accessible books. Some idea of what should go into the bibliography and what selective criteria should obtain may be found by confronting the readers' needs with the rest of a national chapter. In the first place, standard works of reference should be accounted for: reports on education, statistical year-books, comprehensive national bibliographies, encyclo-

pedias and dictionaries in the educational field, the basic legislative and administrative codes. The books or documents in this category are usually official; there may be a good case to include also the most authoritative histories of education. At the other end of the scale, one should isolate publications in foreign languages—foreign to the country concerned, and possibly more accessible to the student than the native works. In the present volume an arbitrary choice has been made, English, French, German, Italian and Spanish sources being chosen as the most likely to interest the reader. There now remains the bulk of the educational literature written in the national language. Here the bibliography has to take up the principal parts of the textual description (administration, primary education, etc.), add elements missing from the text (philosophy, perhaps history), amplify others, and generally provide a guide to what is significant in current publications. This implies a measure of personal judgment on the part of the compiler. Sections of the bibliography entitled 'Standard works' and 'Foreign works' require

Model of statistical diagram (Netherlands)



little or no selection; for the larger countries, the intermediate section 'Further reading in the national language' involves however a good deal of selection or rejection. Subjective as it may be, the criterion used here is many-sidedness—to represent as many points of view as possible on the particular topic. Non-official publications form the bulk of the section.

Such are the principles underlying bibliographical sections of the *World Survey*. The gap between theory and practice is perhaps wider here than anywhere else, largely because of lack of previous work in this direction. So obvious a component as 'Foreign works', for example, has been remarkably difficult to compile; the national authorities tend to lack information about studies on their country published abroad, and these same studies are not easily traced in their country of origin. However, if the approach outlined above is practical and useful, it may be hoped that the *World Survey* will serve to stimulate further bibliographical work and a fuller discussion of the problem.

In conclusion, one obvious omission from the present bibliographies should be noted—journals of education. These represent a special category more susceptible of international treatment than book-length publications and the only excuse that can be made for their absence in this edition is that books have naturally been given precedence in the limited time available.

The printing of the bibliographies marks a few departures from established usage. As a measure of economy the body of each bibliography (headings excepted) has been used for both French and English editions of the *World Survey*. The only way to do this is to put each entry in the language of origin: in addition to the title, both the author and the place of impression are given in this language. The result is economical; it might also be regarded as reasonable international practice.

In winding up this chapter and before turning to statistical questions one has to consider how qualitative and quantitative aspects of an educational system are to be co-ordinated. There is, of course, no real distinction between tables of statistics and descriptive text which bear on the same topic; but most reports on educational

systems develop from one or the other, depending on the purposes in view or the data available. In the *World Survey* a single topic has been kept in mind—giving an account of the world's educational systems—and the elements needed have been matched against the form in which information is most readily available. The quantitative elements—the statistical tables described in the next chapter—were decided upon simultaneously with the descriptive categories, and each national chapter was finally edited as a whole. Despite all efforts to secure consistency, many cases probably remain where text and tables conflict or leave gaps. This is due in part to the fact that statistical and educational reporting for many countries is performed by separate agencies, so that the national editing of texts has not been completely unified.

With this unified approach to the fore, one of the desirable elements for a volume such as this is the statistical diagram so well developed by the Dutch Centraal Bureau voor de Statistiek and reproduced on page 45. The same device was successfully used in Hylla and Wrinkle's study on Western European school systems. The diagram has great educational significance: it shows, for each one-year age group of young people, what percentage attend school; at the secondary and higher levels, the percentage being further broken down for types of education, general, vocational, part- or full-time. At a glance, therefore, the diagram gives the profile of the school-going population, relates enrolment to the total population, and brings out the relative importance of different types of schooling. It will readily be seen that such a presentation offers a valuable method of surveying an educational system as a whole. But to prepare the diagram one requires demographic and school data in considerable detail—and although the Dutch model shown here was circulated to many states, only a few found it possible to make up their own versions. These statistical diagrams are printed before the tables and will be found in the chapters on Austria, Canada, Federal German Republic, the Netherlands and the United Kingdom (separately for England-Wales and Northern Ireland).

THE STATISTICAL REPORTING OF EDUCATIONAL SYSTEMS

A good deal of statistical material of a summary nature is included in Chapter I. It is felt that the tabulations reported there represent something very close to the limit of the number of valid international statistical comparisons which can be made, based on the figures available for this survey. Total enrolments, and other indications of the size of education systems, may be compared between individual countries, but more detailed statistical comparisons should be made with the greatest care and only with an intimate knowledge of the systems to which they refer; later sections of this chapter will show some of the reasons for such care being necessary. The primary purpose of the survey has been to report individual education systems, and the statistics provide the supplementary information essential to an understanding of the systems. Consequently the statistics are found under individual country headings following the descriptive texts. The reader who is familiar with the 1951 edition of the *World Handbook of Educational Organization and Statistics* will see that the coverage in this survey is much wider both in the number of countries for which statistics have been reported and in the data available for many countries. The statistical discussion in the introduction to the 1951 Handbook is still applicable; in this chapter an endeavour is made to extend that discussion and deal in greater detail with some of the more important aspects of statistical reporting as related to the requirements of an international agency.

The second chapter deals at some length with problems in comparative education, many of which apply to quantitative inquiry as well as to qualitative description. This is naturally so as it is usually possible to understand the significance of qualitative assessments only if there is a quantitative measure of the relative importance and scope of the aspects of organization under discussion. It can be said, then, that many of the general principles and problems outlined in Chapter II are valid when applied to the subject-matter of this chapter—the statistical reporting of educational systems. It is now necessary to consider in more detail some of the problems which are specifically associated with the international collection and reporting of statistics.

As noted earlier, it is not unusual to find detailed descriptions and educational reports which do not supply any statistical data; or where they do include statistics,

data may be reported in the form of isolated figures, or small groups of figures, scattered throughout a text in such a way as to make it difficult to obtain a comprehensive picture of the system. To complete a description of an education system statistics must be given. This chapter will concern itself firstly with the sources of statistical information, secondly with the methods of reporting adopted for this survey and with comments on figures obtained, and then with a discussion of the problems of available educational statistics and some suggestions for improvements in the present reporting systems. It should be noted that the chapter is concerned primarily with statistics which are of value for international study; no comment is intended to apply to statistics prepared by countries for their own internal use. Material of internal interest may, indeed, vary considerably in scope and presentation from that which is of interest in the study of comparative education.

SOURCES OF STATISTICAL DATA

Statistics have been collected for this volume from five main types of sources: from national publications of general statistics, e.g. statistical yearbooks; from the reports, published in some countries, dealing solely with educational statistics; from the reports of ministries or departments of education; from the replies to questionnaires sent to national educational and statistical authorities; from official statements published elsewhere when no other official reports could be found.

The scope of educational data published in general statistical yearbooks varies considerably from one country to another. In the yearbooks of some countries, e.g. Finland,¹ the coverage is detailed, and sufficient to give a picture of most of the characteristics of the educational system. Indeed, the detail is sometimes greater than is required for most international purposes—as when statistics are broken down by districts within a country, and even into smaller geographical subdivisions. One advantage of the yearbook as a source is that it tends to use and maintain standard methods of presentation so that

1. Bureau central de statistique. *Annuaire statistique de Finlande*, 1952.

it is possible over a period of years to trace development through statistics published in the same pattern each year. However this advantage is sometimes offset by lack of detail in the standard presentation. Annual statistics are the most commonly reported though there are some countries such as Haiti¹ and Venezuela², which publish them more frequently. Notable exceptions to the annual publication of educational statistics are found in the United States³ and Canada,⁴ where figures are collected only once in every two years, and in Egypt,⁵ once every three years. Figures found in the statistical yearbooks of some federal countries, e.g. Switzerland,⁶ are apt to be less comprehensive and less clearly categorized than in those of other countries; this reflects differences in the educational systems of the various members of the federation. Their problem of reporting is similar to that of reporting international statistics, though on a smaller scale. Fortunately most federal countries have central education offices concerned with research and advisory activities from which supplementary and clarifying information is obtainable. In some countries educational statistics do not feature in regular official statistical reports, which confine themselves to demographic and economic data. There are indications however that cultural statistics, including those of education, are receiving more attention and most countries now make some effort to collect and publish educational statistics of a general nature.

From countries with highly-developed statistical offices there are often available reports dealing exclusively with educational statistics or even with the statistics of selected aspects of the education programme. In some cases the information found here is more detailed than is necessary for international study, but such reports provide a wealth of material from which the comparative educationist can select what he needs. The statistical reports in education produced in the Netherlands,⁷ for example, appear from time to time and over fields of varying degrees of interest to the comparative educationist.

The report of the Japanese Statistical Office on the educational survey of 1950⁸ gives a most detailed breakdown of the statistics of students and teachers by types of schools and salaries of teachers, with many cross-classifications. The wealth of detail here sometimes makes the selection of items a little difficult, but at least the figures are available. Reports of this type are few but welcome; their only weakness is that, being purely statistical reports, they sometimes require an intimate knowledge of the educational system and terminology to allow exact interpretation. Economic and demographic statistics use a terminology which, if not completely standard,

has a high degree of comparability between countries; this allows their reporting, without textual explanation, and with little danger of serious misinterpretation. This is far from true for educational statistics. The problem of comparability will be dealt with at greater length later in this chapter.

The educational statistics reported in many official statistical publications (excluding reports of departments of education) are not complete enough to allow presentation of international statistics with comparable coverage between countries. The accompanying table shows an analysis of the information given in the publications of 53 countries and 26 territories. The variability in scope of available material is clear. The analysis takes no account of official statistical publications which do not report in the educational field at all. In such cases one must go to other sources than purely statistical reports for further information.

It will be noted that no single item is reported by all countries and territories, though all but one report total enrolment at the primary level.

The most comprehensive source of educational statistics is usually the official reports of the Ministry or Department of Education. The previous chapter has dealt at some length with the availability of annual or regular reports from these sources. Suffice it here to note that these annual reports are, in general, an invaluable source of statistical information on the countries concerned. In some cases, as in the Netherlands previously noted, the descriptive report is published separately from the statistical reports. More often the annual report contains both descriptive material and statistics for the year under survey. For the comparative educationist this is an ideal method of reporting. Reference to the text will, in most cases, clarify any obscurity of statistical classification and the juxtaposition of statistical data makes the report easier to understand. It would seem to be preferable that all statistical tables should be grouped at the end of the report for ready reference and most reports place them there rather than in the text.

An advantage which the annual educational report shares with the general statistical yearbook is that it allows ready access to regularly spaced historical statistics which are essential for the study of development of an education system.

An example of the effective operation of a standard system of educational statistics is found in the case of the territories administered by the United Kingdom.¹ At the suggestion of the Colonial Office most of these territories report and publish their statistics (as well as general educational information) in a standard pattern which provides most of the material suggested as desirable for international study in a later section of this chapter. The value of statistical standardization, if not otherwise self-evident, is clear from these reports; one is readily able to compare systems and stages of development among the territories by studying a single series of reports.

In the course of the last two or three years Unesco has

1. Institut haïtien de statistique. *Bulletin trimestriel de statistique*.
2. Dirección General de Estadística. *Boletín de estadística* (monthly).
3. Office of Education. *Biennial survey of education in the United States, 1946-48*.
4. Dominion Bureau of Statistics. *Biennial survey of education in Canada, 1946-48*.
5. Département de la statistique générale. *Statistique scolaire, 1945-46*.
6. Bureau fédéral de statistique. *Annuaire statistique de la Suisse, 1951*.
7. Frequent reports on many aspects of the educational programme are published by the Centraal Bureau voor de Statistiek.
8. Ministry of Education. *Prompt Report of Educational Statistics, October 1950-March 1952*.

1. Annual reports of education departments are generally obtainable through the Crown Agents for Oversea Governments and Administration, 4 Millbank, London, S.W.1.

accumulated a considerable amount of educational statistics by means of questionnaires, each dealing with a section of the educational field. This basic collection provides a file, to which is added, from time to time, more recent statistics as they become available through further questionnaires or from other sources. One advantage of the questionnaire method of collecting data is that a framework of reporting is provided and the figures which become available in this way are to some extent comparable. In preparing questionnaires it has been constantly borne in mind that the world's systems of education vary widely in almost every respect, so that the forms have been made as general as possible, while still permitting the reporting of figures in meaningful detail. Despite this precaution some countries have been unable to report within the proposed framework and in some cases have not been able to supply more than the most general totals of students and teachers. It is probably true to say, however, that the 'backbone' of the statistics reported in this volume has been formed by the replies to questionnaires, though all the other sources noted have been invaluable for completing data and bringing them up to date.

The results obtained by the distribution of questionnaires have been reported to Member States of Unesco and to interested persons in the form of preliminary reports in the field concerned. The following is a list of reports printed to date on subjects in the educational field. Reports of which a limited number of copies are still available on request are marked with an asterisk.

- ST/R/4. *Report of the Expert Committee on Standardization of Educational Statistics, 5-9 November 1951 (January 1952).
- ST/R/5. Preliminary report on statistics of primary school education (February 1952).
- ST/R/6. Definitions, classifications and tabulations in statistics on education (April 1952).
- ST/R/7. *Preliminary report on statistics of higher education 1930-50 (September 1952).
- ST/R/8. Access of women to education (June 1952).
- ST/R/11. *Preliminary report on public expenditure for education (June 1953).
- ST/R/12. *Preliminary statistical report on secondary and vocational education (October 1953).

In some few cases it has been impossible to obtain complete statistics from any primary official source or by questionnaire. In these cases figures have been reported as found in official statements quoted in newspapers or other current literature. Most of the statistics found in this way have been abstracted from predominantly textual and descriptive material and so, as is general with statistics reported in this way, are not complete. The most important application of this method of collection was the preparation of statistics for the section dealing with the U.S.S.R. and its individual republics.

The procedure adopted in the preparation of the statistical tables in this book was to prepare (within the framework outlined below) tables giving the most recent and complete data available to Unesco. These tables were then sent to the countries concerned with a request that the data should be checked, completed or otherwise amended. In most cases the countries have checked and

amended the material and have returned it in the form presented in this volume. In some few cases the amendments were in a form which did not fit the reporting pattern desired. Where possible, the statistics were recast in the appropriate form. For countries which did not reply in time to meet the publication deadline (and they were few) the statistics have been reported as they were culled from various official sources.

THE FRAMEWORK USED FOR REPORTING STATISTICS

For an attempted standard presentation of statistics in this report four tables were adopted; a summary of school statistics, an age, grade and sex distribution of pupils, a higher education table and a table setting out public expenditure on education.

The Summary Table

This table shows the number of institutions, the teaching staff by sex and the enrolment by sex at different levels of education. It attempts to illustrate the respective articulation diagrams which describe the structure of the school system.

Levels and types of education are grouped as follows: pre-school education, primary education, secondary education, higher education, special education, other education.

At the *pre-school level* are grouped nursery schools, crèches, kindergartens and the like, catering for children who have not yet reached the lowest (legal or customary) school-going age.

Under *primary education* are reported all schools, public or private (government-financed, government-aided, independent), urban and rural, considered by the reporting country as of primary level. Some vocational training may be included in the curricula (e.g. agriculture in rural primary schools) but no distinction has been made at the primary level on this basis.

Secondary education is subdivided into general secondary education, vocational education and teacher training. In certain cases separation in these subdivisions is impossible when vocational and/or teacher training are closely integrated with the general education. Teacher training is nowhere treated as a separate major group but is shown respectively on the secondary or higher level (even primary in some countries and non-self-governing territories), according to the classification adopted in the reporting country.

Post-primary schools, higher primary schools, continuation classes and similar categories are as a rule included in the secondary education group, as is all post-secondary vocational (or other) training not considered of higher education level by the reporting country.

Under *higher education* are included universities, university colleges, and technical and professional schools of university level, including non-degree-granting institutions, considered by the reporting country as of higher education level.

COVERAGE OF OFFICIAL STATISTICS ON EDUCATION PUBLISHED
BY 79 COUNTRIES AND TERRITORIES

	Countries	Territories	Total
Number of countries publishing official statistics on education	53	26	79
<i>Pre-school education</i>	32	3	35
<i>Primary education</i>			
Population of school age	14	13	27
Number of primary schools	43	26	69
Public	38	22	60
Private	35	22	57
Urban	13	2	15
Rural	13	2	15
Boys, girls, miscellaneous	13	3	16
Number of teachers	41	11	52
in public schools	31	16	47
in private schools	25	5	30
in urban schools	10	1	11
in rural schools	9	1	10
in boys', girls', mixed schools	1	1	2
Teachers by sex	32	4	36
Teachers by qualification	18	3	21
Number of pupils enrolled	52	26	78
in public schools	35	21	56
in private schools	34	21	55
in urban schools	13	1	14
in rural schools	13	1	14
in boys', girls', mixed schools	3	1	4
Pupils enrolled by sex	32	20	52
Pupils enrolled by age	12	2	14
Pupils enrolled by grade or year of school	16	3	19
Pupils enrolled by age and grade	6	1	7
Pupils enrolled by No. of school years completed	5	—	5
Average attendance	16	6	22
Number of pupils completing primary school	21	16	37
<i>Secondary education—general</i>			
Number of schools	36	21	57
public	24	15	39
private	21	15	36
type of school	12	13	25
Number of teachers	35	5	40
in public schools	23	3	26
in private schools	19	3	22
by type of school	7	—	7
Teachers by sex	25	2	27
Teachers by qualification	14	2	16
Number of pupils enrolled	48	21	69
in public schools	26	17	43
in private schools	26	17	43
by type of school	14	13	27
Pupils enrolled by sex	34	19	53
Pupils enrolled by age	7	1	8
Pupils enrolled by grade or course	11	3	14
Pupils enrolled by age and grade or course	3	1	4
Number of pupils graduating or passing final examination	21	18	39
<i>Secondary education—vocational</i>			
Number of schools	34	18	52
public	13	16	29
private	13	16	29
type of school	17	16	33
Number of teachers	24	4	28
in public schools	11	3	14
in private schools	11	3	14
by type of school	14	3	17
Teachers by sex	15	2	17
Teachers by qualification	8	—	8
Number of pupils enrolled	42	20	62
in public schools	14	17	31
in private schools	13	17	30
by type of school	24	18	42

	Countries	Territories	Total
<i>Vocational (continued)</i>			
Pupils enrolled by sex	29	18	47
Pupils enrolled by age	5	—	5
Pupils enrolled by grade or course	11	—	11
Pupils enrolled by age and grade	3	—	3
Number of pupils graduating or passing final examination	21	15	36
<i>Teacher training</i>			
Number of schools	16	16	32
public	19	11	10
private	7	1	8
other classifications	6	1	7
Number of teachers	22	—	22
in public schools	16	—	6
in private schools	5	—	5
in schools classified otherwise	6	—	6
Teachers by sex	11	—	11
Number of students	33	6	39
in public schools	11	—	11
in private schools	10	—	10
in schools classified otherwise	11	—	11
Students by sex	23	2	25
Number of graduates or diplomas or certificates awarded	20	3	23
<i>Higher education</i>			
Number of universities	30	—	30
Number of institutions other than universities	22	—	22
Number of staff	21	—	21
Total	14	—	14
Teaching	21	—	21
Staff by faculty or branch of study	15	—	15
Staff by sex	8	—	8
Number of students enrolled	40	13	53
Students by sex	28	12	40
Students by nationality or national origin	15	1	16
Students by faculty or branch of study	36	2	38
Students by undergraduate, graduate, auditor, etc.	9	1	10
Number of degrees, diplomas, etc. awarded	17	1	18
by type	10	1	11
by faculty	14	1	15
Number of students receiving degrees, diplomas, etc.	25	2	27
by sex	11	—	11
by type of degrees, etc.	14	1	15
by faculty	23	2	25
<i>Special and other education</i>			
Education of handicapped children	8	—	8
Other education	26	6	32
<i>Educational finance</i>			
Expenditure	24	19	43
by level or type of education	16	2	18
by object of expenditure	14	3	17
Income for educational purposes			
by source	7	2	9

The *special education* group includes schools for physically or mentally deficient children, prison schools or reformatories (industrial schools) and other schools for specifically segregated groups of children.

Other education accounts for all types of education that do not fit into the above classifications (e.g., schools for adults and literacy classes).

In the pre-primary and primary groups an attempt was made to classify the respective types of school in two dimensions, by the type of control or financial support (government, public, private, etc.) and by the type of education (elementary, lower primary, primary classes attached to secondary schools, etc.).

On the secondary and higher levels the classification by type of control was in most cases not practicable, and a simple classification by kinds of education or training was followed.

The nomenclature may vary, as it depends to a large extent on the nomenclature used in the reporting country, and the same terms may not necessarily represent the same types of school in different countries. The glossary of terms and the articulation diagram should be consulted in any attempt at inter-country comparison.

In this summary table the over-all statistical situation is presented as reported for the most recent school year for which data were available to the Unesco Secretariat. The time reference of the figures thus varies from about 1948 to 1952, in most cases relating to 1950. Figures for an earlier year, and in some cases a pre-war year, around 1937, may be found in the 1951 edition of the *World Handbook*.

The Age, Grade and Sex Distribution Table

The simple age-sex distribution table of the *World Handbook 1951* was extended where possible by the addition of the distribution of pupils by grades (years of study). The table shows the situation in the latest year available and includes, in addition, the median age of pupils by grade, and the percentage distribution of pupils by grade and by age. The scope of the table varies and may refer to primary school enrolment in public schools only or may embrace the total school enrolment from pre-primary to post-secondary education in all types of school. Where all the elements are not available, a simple age-sex distribution or age-grade distribution table is presented if possible.

The Higher Education Table

The higher education figures are classified by faculties or branches of study. In most cases this classification covers only higher education of university type, thus allowing a better interpretation of figures presented in the summary table. The terms used are again influenced by the terminology used by the reporting country and no attempt was made at comparability by faculties. Thus a faculty of medicine may in some cases include nursing and midwifery, pharmacy, or other studies; a faculty of science may include technical studies; and a faculty of arts in one country does not necessarily correspond to the same faculty in another.

Public Expenditure on Education

Public expenditure on education is divided into current and capital expenditure and further classified by the major fields of expenditure (administration, primary, secondary, higher, etc.). The national currency of the country is used exclusively and, where possible, the source of the monies (federal, state or municipal budget, etc.) is indicated. An official exchange rate into U.S. dollars is reported for each country but is intended solely to indicate the order of magnitude of the expenditure in a constant unit and not to invite international comparisons. Other important financial figures are shown at the head of the respective chapters as described below.

OTHER ESSENTIAL STATISTICS

It is neither the province nor the purpose of this publication to consider what may or may not be desirable statistical information for internal administrative use by national educational authorities, though the study of internal requirements of this nature, where some such investigation has not been attempted, would be of interest and value for international work. It is, however, the function of this survey to attempt to establish a system of statistical reporting which will allow a comparative educationist to obtain a good understanding of the educational structure in any country. In the opinion of the Unesco Secretariat the statistics listed above represent a basic minimum which, with an explanatory text and a diagram showing the structure of the school system, will allow a reasonable appreciation of the education system. There is no suggestion that other statistics are not important; many types of relevant statistics will occur to the reader but in general they will not be readily obtainable from a significant number of countries. For example, it would be most instructive to publish statistics on qualifications of teachers, level and type of training, school-leaving by age and grade (particularly for countries without fully operating compulsion), school attendance, a vertical analysis of expenditure by salaries and other costs, and historical statistics, particularly for enrolments and expenditure. These must remain aims for the future when the value of statistical reporting in education is more widely appreciated and these types of data become available more generally than at present.

AGE, GRADE AND SEX DISTRIBUTIONS

There is one particular group of statistics which is of the first level of importance in educational reporting, namely the enrolments classified and cross-classified by age, grade and sex. As already noted, this type of material has been published in the statistical tables in the following pages as far as it was obtainable, but the number of countries for which the data are available is small. Analysis of enrolment statistics in this form is the most conspicuous general omission from the otherwise comprehensive statistics of some countries. To an understanding of many basic problems of an education system these statistics are

essential. The age distribution is necessary to assess such fundamental ratios as the proportion of children of school age enrolled in schools, the relative proportions of boys and girls in various age groups and the proportion of children continuing at school after any given age. The grade distribution is of particular importance in primary schools in countries where compulsion does not operate. It allows an estimate of the effectiveness of the school system in terms of the levels of schooling attained and is a good indication of the extent of educational wastage. The complete grade distribution, or a series over some years, gives some measure of the "educational standard" of the community in that it shows the level of schooling achieved by the majority of the children. But the value of either distribution is greatly increased when the two are combined in a two-dimensional age-grade table. A study of such a table can afford a real insight into the educational policy of the country or, perhaps more importantly, into the extent to which an established policy has been successful. It has significance in relation to the basic problems of rates of advancement through the school, curriculum control, teaching standards and the whole framework of school organization.

ENROLMENT AND ATTENDANCE STATISTICS

It will be noted that no attempt has been made to report attendance statistics. This does not mean that the importance of attendance statistics is not appreciated. In fact it is believed that, in general, attendance statistics are more important than enrolment figures. The absence of attendance data from this survey, while enrolments are reported, is due rather to the relative availability of the statistics. In a country with a long-established compulsory education system the ratio of attendance to enrolment is usually constant and high, though there are variations between countries owing to climate differences and other causes. In other countries the attendance figures may vary considerably from enrolment figures and will repay comparative study wherever sufficient information is available.

COMPLETENESS OF EDUCATIONAL STATISTICS

There is not sufficient present information available to the editors to allow an assessment of the reliability or completeness of statistics reported, though it is possible to make some inferences from a knowledge of the structure of the educational administrative systems, from internal checks within the statistics themselves, and from the degree of agreement or disagreement between statistics obtained from different sources within the country. It is noticeable that there is often a discrepancy between statistics in the same field obtainable from different sources, for example, between those published in a yearbook and those given in reply to questionnaires. Most of these differences can be resolved by adjustment to suit different methods of computation but where adjustment is not possible (e.g. when totals disagree) the figure reported by the source closest to the operation of the education

programme has usually been taken. This source is as a rule the educational authority of the country.

In any case it is certainly true that, however high a degree of reliability may be estimated for a given set of statistics, the same degree of reliability cannot be admitted for comparisons between sets from different countries. The different definitions of categories between countries, which have been so often emphasized, is of course the major problem. But even if categories can be reconciled there still remains the problem of the widely differing methods of collection and collation of material. Consider enrolment figures alone. An enrolment figure reported may be a gross enrolment figure for a year (an inflated figure which neglects transfers and leavers from individual schools); a net enrolment figure (obtained by subtracting from each school total the transfers out during the year); an average weekly, quarterly or yearly enrolment (averaged on numbers of days or weeks); or a census enrolment (taken in all schools on a fixed day). These methods of computation can give widely differing results. It is probable that the census enrolment is the most satisfactory figure but many countries may not use it. The net enrolment is perhaps the best substitute and, in any case, a comparison of all four figures gives interesting information about the school population of a country. But, whichever system is best, the existence of different systems makes it essential that significance be attached to apparent differences between reported or derived statistics only if those differences are of considerable proportional magnitude.

In developing countries there may be large differences between successive years and it is important, if countries are to be compared, to use figures for the same year. Another source of difference is that figures may be taken at different times in the same year; this is a dangerous source of error as it often cannot be detected and in countries with severe climates the statistics may differ widely between summer and winter. In some countries (mainly in the Southern Hemisphere) the school year is from January to December. In others it is from July to June. This may be a particular source of difficulty in attempting to compare financial statistics.

GENERAL STATISTICS OF IMPORTANCE

To interpret educational statistics fully it is necessary to refer to some fundamental statistics relating to the geography, economy and demography of the country concerned. There are also certain derived educational statistics, not self-evident from the tables themselves, which are of interest to the comparative educationist. An attempt has been made to assemble such general figures at the beginning of each chapter, immediately following the name of the country. It has not always been possible to obtain all the basic statistics desired but where possible the following have been reported.

Total population was taken from *Population and Vital Statistics*, (UN Statistical Papers, series A), Vol. IV, No. 3, July 1952, or, in some cases, from a direct national source.

Total area, in square kilometres, was taken from the United Nations Statistical Year Book 1951. The area was

also reported in square miles as obtained from the above figure by using the conversion factor 1 square kilometre = 0.386 square miles. In the case of the U.S.S.R. and its republics the figures were taken from the *Statesman's Year Book 1952* or from the *Larousse International Atlas 1950*.

Population density in persons per square kilometre and persons per square mile were calculated (in round figures) from the two previous figures.

Population within school age limits or Population within compulsory school age limits was supplied by the country concerned. The method of reporting and the age groups concerned vary considerably between countries but are noted in each case.

Total enrolment was supplied by the country. Its coverage varies between countries (though always defined) and the figure may not conform to any particular total shown in the detailed statistics. In some cases it has been possible to report a total for some year later than the one for which a detailed breakdown of statistics was available.

Enrolment of girls as percentage of total may refer to a section of the school system or to the whole school system but the coverage is reported in each case. The percentage is based on national sources in all cases.

Pupil-teacher ratio was calculated in most cases from sources supplied by the country and may refer to primary schools only or to all schools.

Illiteracy rates were reported mainly by the countries and were either based on census figures or estimates claiming varying degrees of accuracy. In some cases where the country did not supply an estimate a figure was found from other official sources.

National income was reported from *Statistics of National Income and Expenditure* (UN Statistical Papers, series H, No. 2), where it was available.

Total government revenue was reported for many small non-self-governing territories where the national income was not available or meaningful in this context or where the administering government provided part of the government expenditure.

Public expenditure on education for the latest available year was supplied by the country concerned. It does not necessarily refer to the same year as the detailed statement on expenditure in the main body of the statistical report.

Cost per pupil was estimated by the country and its coverage (primary, or primary and secondary, or all levels, etc.) is indicated.

The official exchange rate for the country or territory, taken, from *International Financial Statistics*, published by the International Monetary Fund, is reported in order to allow a general estimate of the magnitude of expenditures in unfamiliar currencies. It is not recommended that conversion of expenditure into dollars should be used for international comparisons of expenditure.

Where any of these particular statistics was not available, the entry is completely omitted; such an omission does not mean that the statistic concerned is not applicable but rather that it could not be obtained in that instance.

THE STANDARDIZATION OF STATISTICS IN EDUCATION

A standard system for the reporting of educational statistics for international purposes has been almost constantly sought by various international authorities during the last 30 years and Unesco has been active in the field in recent years. The publication of this edition of the *World Survey* provides an opportunity of reviewing the position.

In 1928, Lucien March reported the results of an investigation made jointly by the International Institute of Intellectual Co-operation and the International Statistical Institute. This report¹ suggested a system of collection in very great detail, a system which is beyond present hopes for international use. Professor V. Castrilli in 1936 prepared a report,² again for the International Institute of Intellectual Co-operation, suggesting a minimum programme for the reporting of university statistics. The universities of a number of countries publish statistics which fit, very closely, the requirements of the Castrilli programme.

The First General Conference of Unesco established a Committee on Educational Statistics, which met in March-April 1947 and drew up a proposal for the collection of basic statistics on education. The recommendations and suggestions of this committee, together with the results of extensive study by the statistical service of Unesco (which was established in April 1950), formed the basis of study by a Committee of Experts³ which met at Unesco House, Paris, 5-9 November 1951.

Meanwhile the subject was studied by the Inter-American Statistical Institute, largely from the point of view of problems in the Americas. A methodological study⁴ by Mr. Germano Jardim of Brazil treated the problems quite extensively and led to a series of resolutions adopted by the Second Inter-American Statistical Congress. This with other information was available to the experts who met in Paris in November 1951.

The problems which face a committee attempting to standardize international statistics in education are of two main types. There are, firstly, problems of terminology which require the establishment of exact definitions of terms used in establishing statistical categories. Inevitably, the practical procedure is to take terms which are in reasonably general use and attempt to give them exact definition. For the person who is preparing a table for international use, not only is the exact definition of the standard term necessary, but also a knowledge of the exact connotation of the terms of similar meaning in use in his own country. Such exactitude in internal usage must be assumed as a basis for producing meaningful international figures, though it is known that it exists rarely even in the

1. *Rapport au nom de la Commission mixte de la statistique intellectuelle.*
2. 'La statistique universitaire', *L'organisation de l'enseignement supérieur*, vol. I, p. 301-30.
3. The committee consisted of M. Babič (Yugoslavia), Professor V. Castrilli (Italy), Dr. H. S. Conrad (U.S.), Dr. K. S. Cunningham (Australia), D. S. S. Hutton (U.K.), Dr. Ph. J. Idenburg (Netherlands), G. Jardim (Brazil), A. Naudin (France), A. Schwarz (Switzerland), Dr. M. R. E. Shanawany (Egypt) and three members of the Unesco Secretariat.
4. 'Methodology in Statistics of Education and Culture in the American Nations', a paper submitted to the Second Inter-American Statistical Congress, Bogota, 1950.

most advanced countries. Thus tabulations from different sources within one country, though agreeing in total coverage, will disagree in item statistics because of different bases of inclusion or exclusion of certain groups of schools, teachers, students, etc. It is beyond the province of an international body to arbitrate in these problems but it can aim at establishing a terminology sufficiently comprehensive and accurately defined to assist the contributing country to decide exactly where any particular group of figures should be included.

To attain this aim it is unrealistic to expect that categories can be established in any but reasonably broad terms in the first instance. Refinements and the search for greater detail must await the time when a large number of countries can supply comparable statistics on a broad basis.

The second type of problem in standardization is one which is more readily resolved, once the questions of terminology and definitions are answered. This is the question of tabulation and presentation. It requires determination of the extent of coverage, of fineness of breakdown and of types of cross-classifications desired and practically obtainable. The arrangement of the desired categories of classification in a series of tables of standard form is then a comparatively simple matter.

Space will not permit a detailed statement of the individual variants of terminology which are in use in different countries. The Committee of Experts (Unesco 1951) agreed that certain definitions and classifications were a minimum necessity and formulated the following definitions:¹

1. *Compulsory school age population* is the population between the age limits of compulsory full-time education, apart from exceptions as provided in the law of each country (state, province, etc.).
2. In countries where education is not compulsory, the *school age population* includes all children within the usual ages of entering and completing the typical primary school according to the practice of that country.
3. A *government-financed school* is one which is basically financed from official (federal, state or local government) sources, whether or not supplemented by fees or incidental gifts.
4. A *government-aided school* is one which is partly financed from official sources.
5. An *independent school* is one which receives no financial support from official sources.
6. A *school* is a group of pupils or students organized as a single educational unit under one or more teachers with an immediate head.
7. A *class* is a group of pupils who are usually instructed together by a teacher—not necessarily the same teacher all the time.
8. A *grade* (standard, form, etc.) is a stage on the educational ladder, of one school (or academic) year's duration.
9. A *student* or *pupil* is a person enrolled for full-time or part-time education at any level.
10. A *teacher* is a person directly engaged in educating a group of pupils or students.

1. The full text of the committee's report and the definitions and tabulations suggested were published in the *Report of the Expert Committee on Standardization of Educational Statistics* (Unesco/ST/R/4), Paris, January 1952. A limited number of copies are still available on request.

(Note. The number of teachers at any level of education below higher education is the number of full-time teachers, i.e. teachers engaged during the normal school day as provided in the timetable of that school, plus the full-time equivalent of part-time teachers.)

One of the major problems of standardization is the classification of schools. The committee made the following suggestions:

Classification

For purposes of international reporting, schools should be classified as far as possible, by level and type, as follows:

1. Education, by level.

- (a) *A school of the first level* (e.g. nursery school, kindergarten, infant school) provides education for children who are not yet ready to enter a school of the second level.
- (b) *A school of the second level* (e.g. elementary school, primary school) provides basic instruction in tools of learning, as well as education for the social and emotional development of the children.
- (c) *A school of the third level* (e.g. middle school, secondary school, high school) provides general or specialized instruction more advanced than that given at the second level. As to schools of the third level, the education is subdivided into:
 - (i) general education, which does not aim to prepare the pupils for a certain profession or trade.
 - (ii) vocational education, which aims to prepare the pupils directly for a certain profession or trade.
- (d) *An institution of the fourth level* is one which requires, as a minimum condition of admission, a certificate of completion of a school of the third level or its equivalent (e.g. an entrance examination). Institutions of this level include universities and higher professional schools.

2. Teacher education.

3. Special education is all general or vocational education given to physically or mentally handicapped, socially maladjusted, retarded or backward persons.
4. Supplementary education includes all education not included elsewhere (e.g. adult education).

With these definitions and classifications established it was possible to suggest tabulations and cross-classifications which would give a good general picture of the educational systems being reported. The following tabulations were suggested:

Tabulations

It is recommended that the tabulation of educational statistics for international purposes should initially include the following data:

1. Number of schools and number of pupils by sex at the first level of education.
2. Number of schools and classes, number of pupils and graduates by sex at the second level of education.
3. Number of schools and classes, number of pupils and graduates by sex at the third level of education.
 - (a) General education.
 - (b) Vocational education.
4. (a) Number of institutions and faculties, number of students by sex, and number of students preparing for a degree or diploma, at the fourth level of education.

- (b) Number of students by nationality and number of first-year students enrolled at the fourth level of education.
- (c) Number of students, by sex, obtaining degrees from institutions at the fourth level of education.
- 5. Number of institutions for teacher education, number of students and graduates by sex.
- 6. Number of schools and classes and number of pupils, by sex, in special education.
- 7. Number of classes and number of students by sex in supplementary education.
- 8. Number of pupils and students by level and type of education and by sex and age.
- 9. Number of teachers at the first three levels of education and in special education, by sex and qualification.
- 10. Number of teachers at the fourth level of education, by faculty (branch of study), by titular status and by sex.
- 11. Public expenditure on education by level and type of education.

The report of the expert committee was sent to educational and statistical authorities in all countries and comments were requested. Comments received have, in general, agreed that the programme is practical. There has been some criticism of the classification of levels of schools, both of the nomenclature used and of its flexibility. A special problem of which all comparative educationists are only too well aware comes with the attempt to classify the various types of secondary and vocational education so that an international classification can reflect the exact status of all types of schools. It seems possible that in time it will be necessary to provide subdivisions in the third level of schools (secondary) to allow accurate reporting of such schools as the *lycée*, the *gymnasium* and the *Mittelschule* of some European countries and the junior high school of the United States. Schools of extensive grade range which cross

normal boundaries between levels are also difficult to classify.

At the higher education level there was some criticism on the grounds that the suggested definitions of higher education grouped institutions of very different standards of instruction. Is it proper to express totals for higher education by grouping universities with higher technical colleges, higher teacher-training institutions with other professional training centres and so on? The practice of the United States in including statistics of junior colleges with those of universities is a case in point, but under a standardized system of reporting it is difficult to see where else they can be included.

The classification and tabulation of statistics used in this survey have been determined after consideration of the recommendations of the committee, of comments by other experts, of the results of attempted application of the programme recommended, and, particularly, in the light of the most frequent systems of reporting used in national statistics. The reader will notice, particularly, that the terminology 'pre-primary', 'primary', 'secondary' and 'higher' for the levels of education has been retained in almost all cases. It will not be possible to report international statistics completely in the framework recommended by the committee, or in any standard modification of it, until national reports are prepared with the requirements of the standard system in view.

It is hoped that readers of this volume, as well as educational and statistical authorities of all countries, will continue to help the Unesco Secretariat in the development of uniform concepts, definitions, classifications and methods of tabulation of educational statistics suitable for international usage. Any comments or suggestions in this respect may be addressed to the Director-General of Unesco, attention of the Statistical Division.

AFGHANISTAN

Total population (1951 midyear estimate): 12,000,000.
Total area: 700,000 square kilometres; 270,000 square miles.
Population density: 18 per square kilometre; 45 per square mile.
Total enrolment: 98,743.
Enrolment of girls as percentage of total: 4 per cent.
Pupil-teacher ratio: 35 in primary schools.

Public expenditure on education: 80 million afghanis (estimated 16 per cent of total budgetary expenditure).

LEGAL BASIS

Education in Afghanistan, whether primary, secondary or vocational, is run and controlled by the State. No private schools or educational institutions exist. Education is free and the government bears the cost of education from the primary school to the end of the university stage. Students are provided with all educational equipment free of charge. Wherever possible, the government has set up elementary schools. Primary education is not compulsory in Afghanistan. The majority of the population use two languages, Pashto and Persian, as a medium of intercourse. Although nearly everyone is conversant with both these languages, under the prevailing rules students of the Persian-speaking regions are taught in Persian and those of the Pashto-speaking areas in Pashto, with the proviso that in the Persian-speaking regions Pashto is a compulsory subject and, in the Pashto-speaking areas, Persian.

Detailed rules of procedure giving information about methods of teaching, the objectives of education, duties of teachers and headmasters, administrative rules for schools, examinations, and rights and privileges of graduates, have been enacted and are enforced. Similarly, necessary instructions regarding methods of teaching and responsibilities of primary teachers are given in the *Manual of Primary Education*. The above rules have been drawn up and enforced under the orders of the High Council of Education.

ADMINISTRATION

Education is fully centralized. The different categories of education, primary, secondary and vocational, are controlled and directed by separate directorates with an over-all supervision by the Minister of Education. The Minister for his part is a member of the cabinet and responsible to parliament.

All administrative and educational officials are, directly or indirectly, answerable to the Minister. Promotion and down-grading of all officials of the Ministry of Education devolve upon the Minister, while with regard to the promotion and 'demotion' of the higher categories of

Cost per pupil: approximately 800 afghanis.

Official exchange rate in 1951: 1417.73 afghanis = 100 U.S. dollars.

Prepared by the Ministry of Public Education, Kabul, in April 1953.

Ministry officials, the Minister submits his proposals to the cabinet for decision.

Afghanistan is divided into 13 provinces, each administered by a governor. The provincial officials of the Ministry carry on their task under his leadership and implement the Ministry's programme. The Ministry of Education has set up educational directorates in all provinces to control and direct all regional schools under the guidance of the Ministry of Education with the co-operation of the governor.

Advanced education above the baccalaureate level possesses its own rules and manuals and is under the jurisdiction of the dean of the university. The dean is directly responsible to the Minister of Education. The rules of the university relate to the structure and functions of the University Council and are not discussed here, since our main concern is with the school system.

Textbooks, stationery and equipment needed by the primary, secondary and vocational schools are procured by the central authority of the Ministry of Education located in the capital, and are then distributed among provincial institutions in the light of available statistics.

Inspection of Schools

In order to keep a close watch over the activities of educational institutions, a central directorate of inspection sends out its inspectors to the provinces to carry out annual inspections.

In addition to the central inspectorate, each provincial directorate of education has one inspector for every 10 schools in the province, who are directly responsible to the directorate concerned. The provincial directorates receive reports from these inspectors and, as far as their powers permit, try to remedy the defects brought to their notice, failing which they refer the matter to the Ministry.

Finance

Apart from the public school system, all special courses of education run by other ministries—such as communications, public health and justice—are financed from the central budget of the State. Consequently the cost of the entire educational structure in Afghanistan is borne by the central government revenue, with no direct con-

tributions by parents or local communities. The present appropriations for education constitute 16 per cent of the State budget; this is already a heavy drain on the State resources, and explains why Afghanistan is as yet unable to provide universal education for its citizens.

Private and Foreign Schools

Afghanistan has not yet permitted other countries to establish schools in the country. Inasmuch as all citizens of the country enjoy equal rights and whereas the schools are open to Afghan subjects of all castes, creeds and faiths, free and at the expense of the State, no need has been felt to reserve or establish any schools for the minorities. Similarly there are no private schools, except a few schools of theology, which limit their activities to the teaching of theological subjects and are given moral help by the Ministry. Factories and government organizations can, on the other hand, establish courses for the benefit of their employees, which would be helped and encouraged by the Ministry of Education.

Building and Equipment

Appropriations for school buildings are made from the budget of the Ministry of Education without contributions by the public. For this reason the government has not yet succeeded in housing its educational institutions in suitable buildings. Most of our schools, especially the primary schools, are housed in rented buildings which are neither as commodious nor as sanitary as they should be. The State earmarks a certain amount of money for buildings, and this is distributed according to the urgency of the work of construction. Such annual grants suffice, of course, only for repairs to existing buildings and for the construction of small schools only. A comparison of the total cost of necessary primary, secondary, vocational, faculty and boarding schools with the resources of

the State reveals that Afghanistan cannot hope to carry the building programme to a satisfactory conclusion in the near future.

Stationery and equipment needed by schools and students, from the primary to the faculty level, are provided free of charge by the Ministry of Education according to a fixed schedule for each type of school.

ORGANIZATION

Children of pre-school age in Kabul and some provincial centres can enter the limited number of kindergartens available. Children of 7 years of age can join any primary school. In places where the usual six-grade primary schools cannot be established, the difficulty has been surmounted by opening three-grade village schools. Such schools are generally housed in village mosques and are not bound by rules requiring a certain number of students, nor are they subject to any fixed timetable. The teachers are local scholars and the textbooks provided by the Ministry mostly deal with subjects of general knowledge. Such schools have found great favour with the rural populations. After passing through the third grade of these village schools, the students can, in favourable circumstances, join Grade IV of any of the regular schools.

Students who pass the sixth grade are given the option of joining the provincial secondary schools or the vocational boarding schools located in the capital. Those who enter the latter must prove themselves intelligent and capable students. The secondary course lasts six years, leading to a baccalaureate examination.

Higher education is available in the faculties of the university. In addition, the Afghan Government annually sends able students abroad for higher education at State expense. At present the majority of such students are sent to the United States, Switzerland, Germany, France and England. The emphasis is on technical studies.

GLOSSARY

NOTE. In the accompanying diagram the schools at secondary level whose courses begin with the number 7 follow on directly from the six-year primary school; those whose courses begin with the number 1 may be entered by older pupils who have already attended secondary school.

agricultural school: vocational secondary school of agriculture.

art school: vocational secondary school of art.

clerks' school: vocational secondary school for office workers.

commercial school: vocational secondary school of commerce.

high school: upper cycle of general secondary school, girls' schools having at this level a two-year course in home economics and a three-year course in

teacher training as well as the ordinary pre-university course.

kindergarten: pre-primary school.

mechanical school: vocational training school for trades and industries.

middle school: lower cycle of general secondary school.

middle teachers' school: teacher-training school for teachers in middle (lower secondary) schools.

military school: vocational secondary school preparing for career in the army.

nursing school: vocational training school of nursing.

primary school: primary school with separate institutions for boys and girls.

primary teachers' school: teacher-training school.

rural school: incomplete primary school in rural areas.

secondary school: general secondary school with separate institutions for boys and girls.

technical school: vocational secondary school of technology.

theological school: vocational training school of Moslem theology.

HIGHER EDUCATION

A. Faculty for women: arts, sciences, education.

B. Faculty of law.

C. Faculty of medicine.

D. Faculty of science.

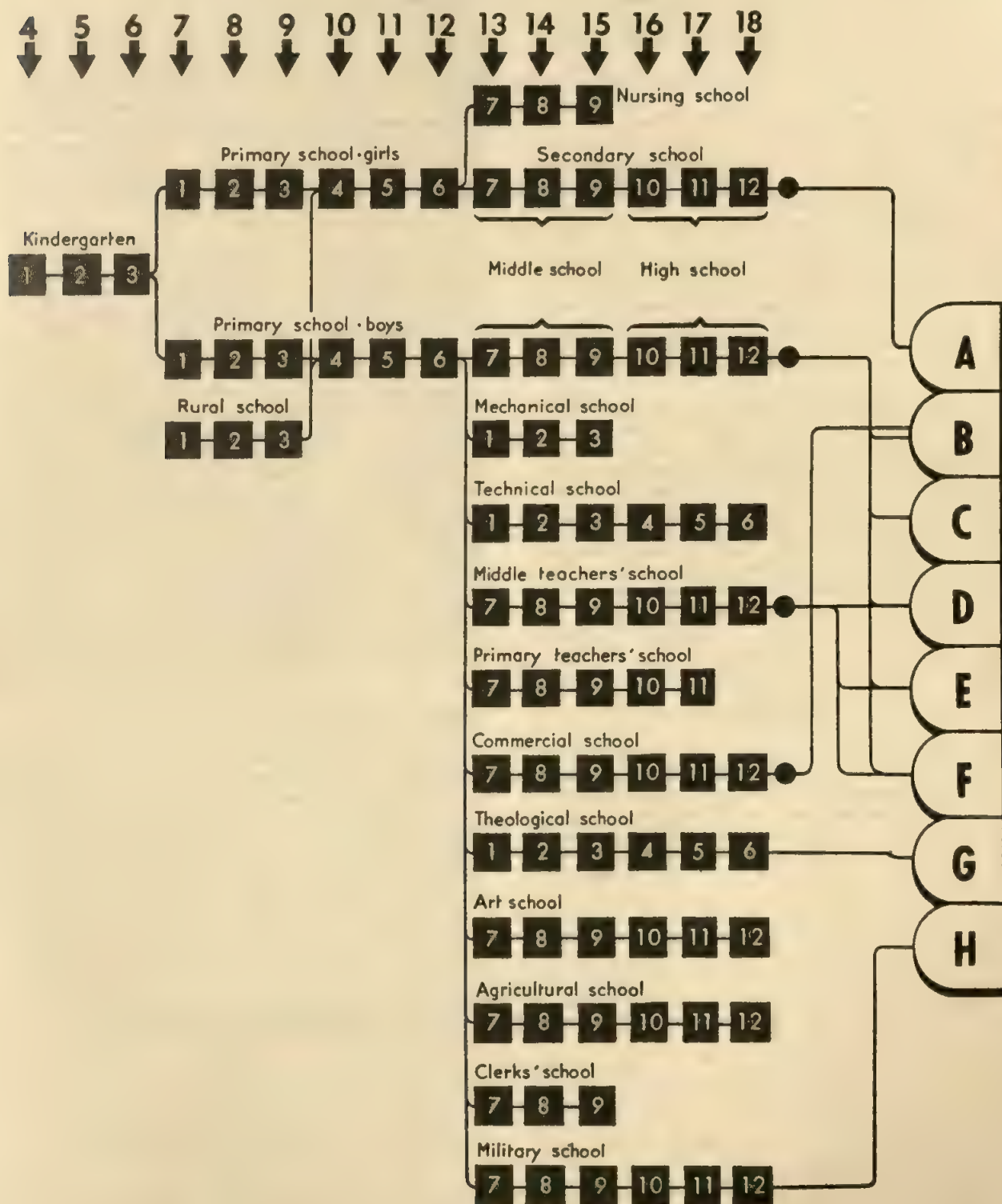
E. Faculty of arts.

F. Faculty of education.

G. Faculty of theology.

H. Military college.

DIAGRAM



International help has also enabled a few students to go abroad for their higher studies. But the assistance so far forthcoming from international agencies is, unfortunately, not adequate in a country which is making all-out efforts to draw abreast of other progressive states but is handicapped by insufficient revenues.

ADULT EDUCATION

The Afghan Government has been campaigning for the eradication of illiteracy over long years. Besides the regular schools, special measures have been taken in the two forms of organization that follow:

Courses for military personnel. As education is compulsory for military personnel, and every Afghan is subject to two years' military service, the adult education course for military personnel has proved a successful means of teaching young men to read, write and make arithmetical calculations during these two years.

Adult education courses, established by the Ministry of Education in the capital and provincial centres, are provided with the necessary equipment and stationery free of charge. Such courses are based on the system evolved by Dr. Laubach, the eminent expert on adult education. In this way the present system of adult education in Afghanistan is mainly directed towards the eradication of illiteracy. The Afghan Government has not yet found the resources to implement this system in the fields of vocational and technical education, nor can it expect to tackle it in the near future.

EDUCATION AND STATUS OF TEACHERS

Afghan teachers are trained in three institutions:

Primary teachers' school (normal school). Students who have passed the sixth grade are trained in this school for five years. This special five years' course has a direct bearing on the primary school programme. After completing a 'novice term' in their last year at the school, successful students are posted to primary schools as teachers of Grades I to VI.

Intermediate teachers' training school. In this school students who have passed the sixth grade are trained for a further six years, and thus attain the level of the baccalaureate. Some of the graduates are appointed as teachers of Grades VII, VIII and IX in provincial schools, while the rest continue their studies at the faculties.

Faculty of literature and faculty of science. Graduates of the Middle Teachers' Training School and the colleges are eligible for entering either the faculty of science or that of literature to obtain diplomas in languages, history and geography, chemistry and biology, physics and mathematics. After successfully completing the four years' course, they are posted as teachers of the tenth, eleventh and twelfth grades. It has also been decided to make

a diploma course in education compulsory for these students.

Teachers who had graduated from their schools before the above training facilities existed, and those who have for any reason failed to complete their education, are given the facility of attending the night school established in Kabul. The school enables its students to prepare for the baccalaureate diploma. German, English and Russian are taught in the night school, which is open to all who wish to join it. In this way teachers attending the school are afforded a chance of either learning a foreign language or improving existing knowledge of that language.

SCHOOL WELFARE SERVICES

The Central Office of the Ministry of Education has a separate directorate of sports and hygiene devoted to the care and betterment of student health. The directorate is responsible for all aspects of school sports. Doctors attached to the Ministry carry out periodical medical inspections of students in central and provincial schools. Such medical inspections and treatment are given to the students free. The medical department of the Ministry provides the students with annual injections against typhoid fever. Provincial medical departments are similarly required to furnish these services in their respective provinces. Children in primary schools in the capital are given free milk with the aid of the World Health Organization. DDT powder is frequently distributed to schools and boarding-houses for the extermination of noxious insects. In spite of the heavy claims upon the Ministry's budget, efforts are made to provide free sporting equipment to students, and though the existing arrangement is far from sufficient, it meets a definite need.

FEMALE EDUCATION

Co-education does not exist in Afghan schools. Afghanistan is an Islamic state and the goal of female education is to train girls to become truly representative of their country's positive traditions and staunch followers of their faith. They should prove good mothers and bring up a healthy and worthy generation of future Afghans. Girls' primary schools follow the educational programme laid down for boys' schools of this category, with the addition of sewing and knitting. They can go on to secondary education as far as Grade IX, on the same pattern, when they are given a chance to join any of the three following institutions:

Section for the training of schoolmistresses. Graduates of this institution are appointed as teachers in girls' primary schools.

Section for domestic sciences. Girls who have passed their ninth grade are trained here for two years in sewing, knitting, cookery, nursing, interior decoration, etc., to enable them to take their places in family life.

College level. Girl students who have passed the ninth standard are required to follow their education through

the tenth, eleventh and twelfth grades and then join the Faculty of Science and Literature for Girls to obtain a diploma for teaching. This diploma is given them after successful completion of the four years' course in the faculty. In addition, they will have the option of entering the Faculty of Medicine for Girls, due to be set up in the near future. Other fields of education, such as vocational and administrative, are as yet closed to them, for environmental reasons and for lack of trained schoolmistresses.

The lack of schoolmistresses, however, is the main reason behind the limited number of girls' schools in the provinces. Even so, and in spite of budgetary difficulties, the Ministry of Education has taken advantage of all opportunities afforded it to increase the number of such schools, with the result that the present position compares very favourably with that of a few years ago. The Ministry of Education and the Women's Welfare Society also give increased attention to the establishment of special courses for women in Kabul. The society, which is semi-official, has opened courses for sewing and knitting, embroidery, child care and literacy, and is gradually but steadily expanding. Kabul ladies are shown educational films and given lectures to enable those who have not had a chance of studying in regular schools to keep abreast of modern knowledge.

In view of the difficulties met with in sending out schoolmistresses from the capital to work in provincial schools, it has been decided to arrange for Grade VI schoolgirls in provincial schools to take a special course of teaching in girls' schools through their seventh, eighth and ninth grades and then be posted as teachers in girls' schools of their own towns.

PROBLEMS AND TRENDS

1. As already mentioned, we have not yet succeeded in providing universal and compulsory primary education for the country, due mainly to lack of funds.
2. Teacher training has not yet progressed to the extent desired.
3. Our building position is not satisfactory.
4. In relation to our heavy and urgent need for technical knowledge, our available technical, agricultural, commercial and arts and crafts schools are too limited in number and range of activities to meet our needs.

Their development and expansion demand immediate and effective steps, but the ever-present problem of finance excludes the achievement of this goal in present circumstances.

5. Our struggle against illiteracy is not yet powerful enough to secure its total eradication.
6. Measures for developing higher education in the provinces are progressing very slowly; similarly, owing to the steadily rising cost of living, it is not possible to add new boarding schools for provincial students studying in the capital.
7. Female education is also unsatisfactory, in spite of the unremitting efforts of the Ministry of Education and the Afghan Government.
8. Setting up modern and well-equipped laboratories and providing educational institutions with stationery and educational equipment, all of which must necessarily be purchased from abroad against foreign currency, raises formidable difficulties.

A comparison of the educational situation in our country with that prevailing in economically more-developed states, is obviously unjustified. A better view of Afghanistan's struggle for the diffusion of knowledge is obtained by comparing present achievements with the situation of 20 years ago—always bearing in mind the country's political, social, financial and geographical handicaps. Seen in this perspective, the country's efforts to develop education are striking, and the amount of outside aid meagre. The Ministry of Education fully appreciates its position, and knows that Afghanistan has to find solutions to its own problems. A draft five-year plan for education has recently been drawn up in this attempt to improve and develop systematically the country's educational facilities.

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1. HIGHER EDUCATION, 1951

Faculty	Professors		Students		Faculty	Professors		Students	
	Total	F.	Total	F.		Total	F.	Total	F.
All faculties	76	1	461	45					
Law	22	—	106	—	Sciences	13	—	123	—
Medicine	16	—	82	—	Sciences and pedagogy	12	1	45	45
Arts	13	—	83	—	Theology	—	—	22	—

Source. Afghanistan. Ministry of Education. Kabul.

2. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Rural schools	42	42	—	885	—
Primary schools	283	2 220	65	77 696	2 624
Secondary					
Secondary schools	8	88	—	2 840	—
High schools	16	374	73	13 173	2 707
Vocational schools	23	192	—	3 688	—
Higher					
University	1	77	1	461	45

Source. Afghanistan. Ministry of Education. Kabul.

3. PUBLIC EXPENDITURE ON EDUCATION IN 1951
(in afghanis)

Expenditure	Amount
Primary education	18 458 935
Secondary education	¹ 7 574 817
Vocational training	12 009 789
Scholarships	² 49 340
Other expenditure	969 920
Capital expenditure on buildings	4 400 000
Higher education	³ 3 474 175

Source. Afghanistan. Government Budget.

Note. Official exchange rate in 1951: 1,417.73 afghanis = 100 U.S. dollars.

1. Additional expenditure included: 20,622 pounds sterling; 120,120 Pakistani rupees; 57,000 U.S. dollars.
2. Additional expenditure included: 3,030,000 French francs; 14,880 Swiss francs; 5,820 pounds sterling; 49,340 Pakistani rupees.
3. Additional expenditure included: 16,450 U.S. dollars; 23,349 pounds sterling; 19,000 Pakistani rupees

ALBANIA

Total population (1951 midyear estimate): 1,200,000.

Total area: 28,748 square kilometres; 11,000 square miles.

Population density: 42 per square kilometre; 109 per square mile.

LEGAL BASIS

Article 28 of the 1945 Constitution of the People's Republic of Albania states that, in order to raise the level of general culture among the population, the State guarantees to all classes the opportunity of attending the country's schools and various cultural institutions. Primary education is compulsory and free.

The law of 17 August 1946 states that school attendance is compulsory, and provides for considerable reforms in educational administration.

ADMINISTRATION

The educational system is a uniform one; the schools are controlled by the State, and legal authority must be obtained before a private school can be opened. Schools are undenominational. The Ministry of Education is responsible for educational establishments throughout the country, and supervises the operation of the system.

The entire economic and social life of the People's Republic of Albania is governed by a State plan of national economy. Education is no exception to this rule. The

Based on official and other published sources, prepared in May 1953.

State plan for 1950/51 gives the following figures for the extension of education (percentage increase over the last pre-war figures): primary schools, 302.4; total enrolment, 337.5; higher primary or seven-year schools, 1,563.3; total enrolment, 514; secondary schools, 190; total enrolment, 362.¹

In 1951, the total budget allocation for education was 110 million leks,² 71,000 of which were earmarked for adult education and culture. This is an increase of about 35 per cent on the pre-war budget.

ORGANIZATION

The law of 1946 laid down the lines along which the democratic system was to be introduced in education. Curricula, textbooks and teaching methods were radically revised, according to Marxist-Leninist principles.

Pre-school education. Education begins in the nursery school. Schools of this type exist in towns and villages

1. Source: *Albánský dvoutřetý hospodářský plán*; Orbis, Prague, 1951.

2. 1 lek = about 0.2 U.S. dollar.

and are attached to collective farms and factories. Under the present system, the children of war victims or cripples, as well as orphans and the children of needy workers and peasants, can be looked after free of charge.

Primary education. The law of 1946 makes school attendance compulsory between the ages of 7 and 12. As a result of this law on compulsory primary education, the number of schools has been increased. New higher primary schools, with seven classes, have also been opened.

Secondary education. The secondary schools have four classes. There are two types of secondary school—those which give a general education, and the technical secondary schools. The latter include finance, medical and agricultural schools, and the technical school at Tirana, which in 1946 was divided into four sections—mechanics, administration, agriculture and electricity. There is also an art high school with five sections—theory of music, piano, singing, violin and plastic arts.

Education of teachers. The Senior Teacher Training Institute, opened at Tirana in 1947, was the first higher educational establishment in Albania. In addition to a general teaching course, students can take courses in one of three specialized sections, whichever one they select—physics and mathematics, history and geography, natural science. The institute has a two-year course for training teachers for the seven-class schools (higher primary schools); since 1951 it has also undertaken the training of teachers for secondary schools, who take a four-year course equivalent to that in a university.

A highly developed system of State scholarships enables students and the children of needy workers and peasants to attend the national schools and to study abroad. In 1947/48, scholarships for studies in foreign universities were granted to 388 candidates.

ADULT EDUCATION

The Ministry of Education pays particular attention to

adult education. Teaching in the Albanian language has been given only since 1915/16. Before 1945, 80 per cent of the population was illiterate. Immediately after the war, the new government started an intensive literacy campaign. The law of 1946 makes it compulsory for all Albanian citizens between the ages of 12 and 40 to learn to read and write. In 1947, 1,518 literacy courses were inaugurated and 17,353 persons learnt to read and write by this means. The Albanian Youth Organization gave considerable assistance to this campaign. The State has also opened evening classes in every primary or secondary school, for those who were unable to attend school during childhood or who wish to resume an interrupted education. At Tirana, 21 vocational training courses in various subjects have been established. In 1947/48, the total attendance at these evening classes was 102,000.

YOUTH ORGANIZATIONS

The young people of Albania are grouped in a large central organization, known as the Albanian Youth Organization. Under its statutes (Chapter II, Article 8), the purpose of this organization is 'to further the general education of young people and to raise their political and cultural level'. It has been very active in the public literacy campaign. In 1947 it owned six weekly papers, over 310 youth houses, and 1,220 pioneers' rooms. Considerable attention is paid to physical education and cadet training.

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SUMMARY OF SCHOOL STATISTICS, 1947/48

Level of education and type of school	Institutions	Teachers	Students	Level of education and type of school	Institutions	Teachers	Students
Pre-school				Higher			
Kindergarten	137	223	9 690	Teacher-training college	1	16	482
Primary				Other (Adult education)			
Primary schools	1 755		142 193	Evening primary schools	4 152	...	79 232
Seven-year schools	107	2 943	12 532	Evening seven-year schools	570	...	2 069
Secondary				Evening secondary schools	26	...	338
Secondary schools	14	168	2 617				
Boarding schools	8	126	1 192				

Source. Albanic. Ministère des Affaires Étrangères, Section de Presse; *L'instruction Publique dans l'Albanie nouvelle*. Tirana, 1948.

Note. From other sources, school statistics for 1952 were: primary schools 2,045; seven-year schools 211; secondary schools 28.

VALLEYS OF ANDORRA

Total population: 6,924.

Total area: 495 square kilometres; 190 square miles.

Population density: 14 per square kilometre; 30 per square mile.

Total enrolment: estimated at 730 in the primary classes.

Enrolment of girls as percentage of total (estimate): 53 per cent.

Average number of pupils per teacher (estimate): 22.

Text I prepared by the Bishop of Urgel, Co-Prince of Andorra, in April 1953.

Text II prepared by the Direction des Relations Culturelles, Ministère des Affaires Étrangères, Paris, in April 1953.

The Valleys of Andorra form an independent state in the Pyrenees, the political status of which is regulated by agreements going back to medieval times. Andorra is placed under the joint suzerainty of the President of the French Republic and the Bishop of Urgel in Spain; the two Co-Princes are represented in Andorra by the *Viguié de France* and the *Viguié Episcopal*.

The texts I and II that follow have been prepared by the two authorities; since the communications are brief, no attempt has been made to merge them.

I

LEGAL BASIS

In the Valleys of Andorra, where custom is the main source of law, public education has, from time immemorial, been the responsibility of teachers under contract with the *Comú* in each parish. The teachers were generally the priests themselves, but they also included laymen.

Towards the end of the last century, the Bishop of Urgel founded three schools, for small children and girls only, in the three main centres—Andorra la Vieja, San Julián and Escaldes—run by the Sisters of the Holy Family.

At the present time, France and Spain each maintain one or two schools in every village, the municipal authorities or the *Comú* being simply required to provide the premises.

The schools run by the Spanish Government take only girls or only boys and provide instruction in religion and ethics. Those run by the French Government are co-educational and secular.

ADMINISTRATION

Spain and France pay their respective teachers, employ their own inspectors, and meet the cost of school equipment. Education in the principality is therefore entirely free.

The Spanish Government submits its proposals for the appointment, transfer and dismissal of its teachers to the Bishop of Urgel for approval.

FINANCE

As has been mentioned, the cost of financing education in Andorra is borne by Spain and France. Spain spends about one million pesetas a year on this item and it is to be supposed that France spends about the same amount.

The *Comú* of each parish provides the premises and, in general, the furniture.

ORGANIZATION

Seventeen schools have been established by France. Spain maintains three convent schools, which are on the same footing as ordinary schools, and 16 other schools. A man or woman teacher is in charge of each of these schools. In all the schools, the syllabuses are the same as those usually followed in the country maintaining the school, but Catalan, the official language of the principality, is also taught in all. At the end of the courses, all pupils are examined by the appropriate inspector and authorities. In the Spanish schools, a new feature has been introduced into primary education by the organization of vocational instruction, through school gardens, beekeeping and handicraft sections, and classes in cutting-out and dressmaking, typewriting and bookkeeping.

Spain has opened three nursery schools, one in Andorra la Vieja, under the charge of a woman teacher, one in Escaldes and the third in San Julián de Loria, for which the Sisters of the Holy Family are responsible. France maintains another two, both run by women teachers, one being at San Julián and the other at Escaldes.

Secondary education is provided for Andorran children in the school at Seo de Urgel (Spain), just over six miles from the frontier of Andorra, and higher education in the Spanish universities, the Spanish Government granting a few scholarships or bursaries (at present 14 in number) to the most outstanding pupils. In the same way, pupils attending the French schools may continue their education at schools in Prades (France) and in French universities.

RECENT TRENDS AND PROBLEMS

The problems of education in Andorra are the same as everywhere else in the Western Christian world.

The intention is that knowledge shall be useful in life,

giving the pupil cultural resources which will fit him alike for the life he is at present living and for the life he hopes to live in future.

Vocational training takes an important place in our work, with special emphasis on the agricultural and commercial pursuits generally followed by the small communities in the valleys. There are annexed to many schools, as was mentioned above, 'co-operative school gardens', providing instruction in beekeeping, agriculture and handicrafts. These give the schoolchildren links with the life of the place in which they reside.

II

The educational system in force in the Valleys of Andorra is a characteristic survival of feudal law (like most of the feudal customs still observed in the valleys). One of the lord's obligations towards his vassal was to help in educating the vassal's children, if so requested. Heads of families in Andorra are therefore legally entitled to choose any imaginable form of education for their children: education at home (school attendance is never compulsory); education at a private school (the only requirement being that the fathers of families shall have confidence in the teacher); education at schools established in Andorra at the instance of the Co-Princes; education at schools outside Andorra.

The French Co-Prince took steps to establish schools when so requested by the heads of families. Some of the latter may have addressed themselves to the other Co-Prince and this accounts for the existence of congreganist schools.

In November 1952, there were in Andorra 16 classes under the control of the French Co-Prince, with an enrolment of 380 children; 8 congreganist classes, with

an enrolment of 160 children; 16 classes run by teachers of Spanish nationality, with an enrolment of 160 children; and two private schools, attended by 30 children.

The French schools are primary schools operating in accordance with the French regulations (regarding the recruitment, remuneration and inspection of teachers, syllabuses, timetables, certificates and examinations). They come under the Inspectorate of Primary Schools at Prades (Pyrénées-Orientales) and the Divisional Inspectorate for the Pyrénées-Orientales. The purchase and maintenance of school buildings and furniture are the responsibility of the parishes; school supplies are paid for by the pupils' families.

Pupils wishing to continue their education in France, with or without a scholarship, attend French schools in the department of the Pyrénées-Orientales. There are no French infant schools in Andorra, nor any continuation courses, secondary schools, vocational training schools or special schools.

The only difference between the French schools in Andorra and those in the department of the Pyrénées-Orientales is to be found in one feature of the recruitment of staff; teachers of Andorran extraction are given priority for appointment to schools in Andorra.

Lastly, as far as education, at least, is concerned, the Valleys of Andorra are treated not as foreign territory but as a French educational district, with all the freedom that that implies (public or private schools, congreganist or otherwise, and denominational or otherwise).

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ARGENTINA

Total population (31 December 1951): 17,856,000.
Total area: 2,808,000 square kilometres; 1,084,000 square miles.
Population density: 6 per square kilometre; 16 per square mile.
Total enrolment (1949): 2,119,940 in primary schools.
Enrolment of girls as percentage of total: 48 per cent in primary schools.

LEGAL BASIS

In the main the National Constitution regulates the organization of public instruction. Article 5 recognizes the autonomy of the provinces, provided that their own

Pupil-teacher ratio: 23 in primary schools.

Illiteracy rate (1947 census, 14 and above): 14 per cent.

Based on official published sources, prepared in June 1953.

constitutions conform to the principles, guarantees and declarations of the National Constitution and that, among other things, these provinces provide for primary education.

Article 68 lists the powers of Congress and paragraph 17 notes that Congress is responsible for the organization

of general and university education. The expression 'general education' has given rise to much controversy about the inclusion or non-inclusion of primary education, the organization of which, according to Article 5, belongs to the provinces. As a matter of fact, the government gives uncensured help to the provinces for the support of primary education.

The first article of the decree No. 26,944 of 4 September 1947 indicates that national public education will aim to make Argentinians completely aware of their heritage; with a true vision of their nation's great destiny and an unflagging will to serve their country and humanity.

The third article of the same decree deals with public education, which should be free, democratic and imbued with a profound sentiment of social justice.

Decree No. 4,493 of 7 March 1952 makes education free in all schools depending on the Ministry of Education.

The organic law of the ministries (7 July 1949) provides that civil education at all levels depends on the Minister of Education but, at the same time, it allots to other ministries responsibilities related to education. For example, it assigns workers' technical training to the Ministry of Labour and Welfare and the direction of agricultural education to the Ministry of Agriculture. This law describes in detail the types of institution and of activity which fall within the province of the Ministry of Education.

The legal organization of the primary school is defined by Law No. 1,420 of 6 July 1884, certain articles of which have subsequently been modified or suppressed. The various chapters of this law refer to the general principles governing public instruction in primary schools, to technical and administrative inspection of schools, to financial resources, to the direction and administration of public schools, to popular libraries and private schools.

Among the changes introduced in this law during the years, it should be noted that:

Law No. 4,558 of 17 June 1905 modifies the contributions to the common fund for schools.

Law No. 4,874 of 19 October 1905 refers to the creation of national primary schools in provinces requesting them. Chapter VI—'Direction and administration of public schools'—has not been applied since the National Council of Education was replaced by the Directorate-General of Primary Education.

The decrees No. 26,944 of 4 September 1947 (on the direction and goals of national education) and No. 1,100 of 16 January 1948 (on work in the primary schools) provide the general directives for the new primary school curricula which were issued in 1950. The organization of secondary education is fixed by a number of decrees, in particular those of 22 September 1941, 20 February 1948 and 23 March 1949. The last to be promulgated, in March 1952, prescribes a new curriculum for the lower cycle of the secondary schools and for the commercial schools.

A decree No. 26,944 of 4 September 1947 prescribes the main objectives of secondary education: to develop patriotism and a sense of responsibility; the curriculum should primarily be liberal and humanist, but beyond that it should serve as a training for higher education and for industrial, commercial, artistic and professional occupations by fostering pupils' aptitudes.

The national universities of Argentina are controlled by the Law No. 13,031 of 26 September 1947, which covers these points: functions, tasks, general organization and legal standing; the university authorities; professors; students; teaching; endowments; economic resources; the National University Council; additional activities. A decree of 7 April 1948 expands and interprets the law.

ADMINISTRATION

The decree No. 16,251 of 3 August 1950 establishes the new structure and organization of the Ministry of Education. The Ministry comprises five directorates-general (primary education; secondary, teacher, special and higher education; technical education; administration; personnel).

Public education (whether national, provincial or municipal) and private education are under the direct or indirect control of the State, since it takes charge of plans of studies and examinations. There is a very strong trend towards centralization.

The law admits, for instance, equality between State secondary schools and those created by provincial governments, but the latter establishments must follow official curricula. If private secondary schools wish to prepare their pupils for national examinations, they have to permit inspection by the State and adopt official study plans.

State intervention is constantly increasing. Under certain conditions, subventions are granted to provincial education and elementary schools are set up in provinces which ask for them. State action is extending also through the creation of institutions or organs to complete the work of the school—medical assistance, co-operatives, 'school homes' (*hogares-escuelas*), school meals, etc.¹

The Law No. 13,047 of 28 September 1947 classifies private institutions as follows:

1. Those linked to public education—the private primary schools which are controlled (*fiscalizados*) by the directorate-general in the Ministry, and the private secondary, normal or special schools which are 'incorporated' by the Ministry of Education.
2. The free schools—the private establishments at secondary level which follow official programmes but are not incorporated.
3. The private schools for general education which do not follow official programmes and teach either directly or by correspondence.

ORGANIZATION

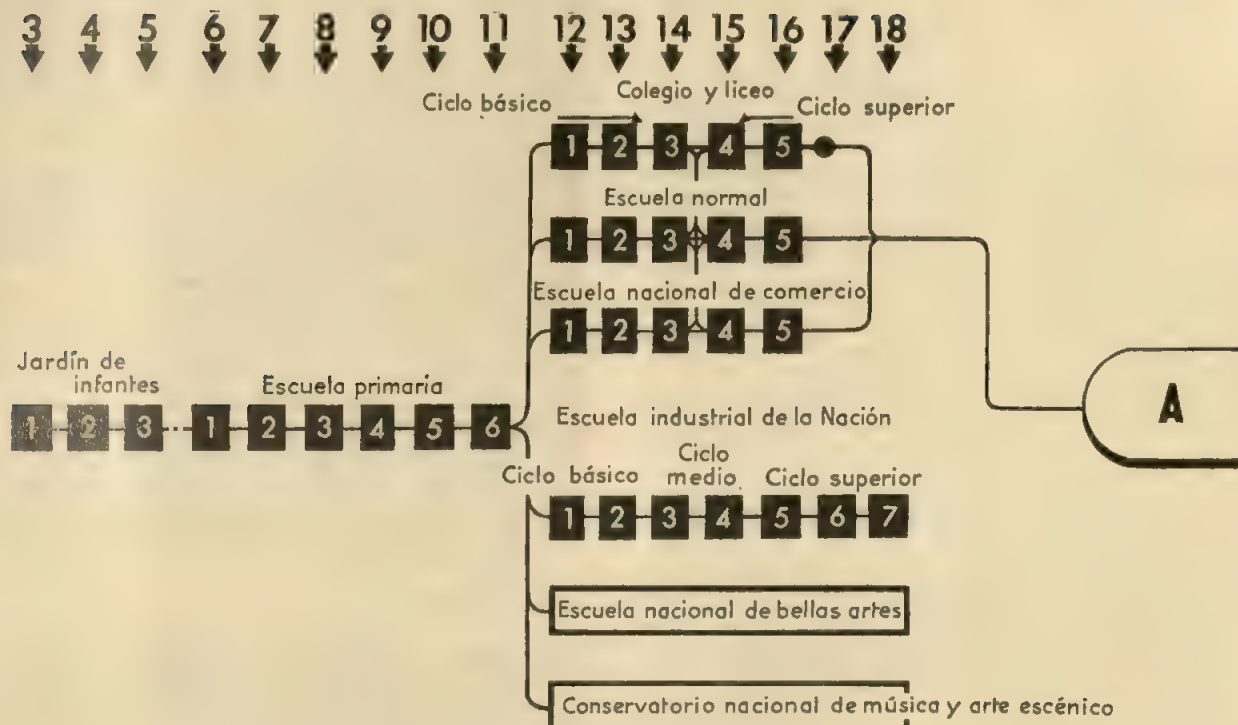
Pre-school Education

Kindergartens are open to children from 3 to 5 years of age. The aims of pre-school education are to teach the child to live with his fellows, to watch over his physical development and his character formation.

The kindergarten teacher is asked to devote special

1. The *hogares-escuelas* are boarding schools set up in various parts of the country in conformity with Law No. 12,588 concerning the protection of children of school age.

DIAGRAM



GLOSSARY

NOTE. The accompanying diagram is incomplete.

colegio y liceo: general secondary school for boys (*colegio*) and girls (*liceo*) with courses comprising a *ciclo básico* of core subjects (common to *colegio*, *liceo*, *escuela normal* and *escuela nacional de comercio*), and a *ciclo superior* or upper cycle of specialized studies.

conservatorio nacional de música y arte escénico: vocational training school for music and dramatic art.

escuela industrial de la Nación: vocational training school for arts and crafts, trades and industrial occupations, sometimes with only the *ciclo básico* or lower cycle, leading to certificate of proficiency, sometimes including the *ciclo medio* or middle cycle, leading to certification as skilled worker, and in some cases having the upper *ciclo superior* leading to diploma of qualified technician.

escuela nacional de bellas artes: vocational training school for fine arts.

escuela nacional de comercio: vocational secondary school of commerce.

escuela normal: teacher-training school, either *nacional* for teachers in urban primary schools or *regional* chiefly for rural primary schools.

escuela primaria: primary school.

jardín de infantes: pre-primary school.

HIGHER EDUCATION

A. *Universidad*: university and degree-granting colleges.

care to the child's adaptation to his new surroundings, to his sensory and motor training, to the formation of habits of order and discipline, to the enriching and correcting of his use of the language and, lastly, to his spiritual development.

Primary Education

Primary instruction is compulsory and free. Rural schools must give the child a love of country life, guide him and shape him vocationally for rural labour. With this aim in view, special establishments are set up to train the teachers of these schools.

The primary school comprises six classes (*grados*) the first of which is composed of a lower and a higher grade.

Although official programmes are uniform throughout the Republic, they may be adapted to a certain extent to local conditions and needs. Two major divisions may be noted: the first, a subject curriculum, states synthetically what should be taught at each level; the second, a development programme, is analytical and presented in the form of tables, the various columns of which indicate: units of work; subjects included in each unit; the various points included in each subject studied; tasks which the pupils wish to accomplish (observation, association,

expression); and finally subject-matter, skills and habits to be taught the pupils.

Secondary Education

In 1953 new programmes were introduced for the baccalaureate, the commercial schools and the regional and national teacher-training schools.¹ The decrees authorizing the changes date from 1952, and are numbered respectively 5,981, 11,539; and 12,209. The secondary course now falls into two stages: a stage of general culture lasting three years and termed the *ciclo básico*, a basic cycle which is common (except for a few subjects) to the general secondary, teacher-training and commercial schools and which permits students to change from one type of course to another; and a second stage of two years, specialized and markedly different for the various types of school.

The curriculum of the basic cycle comprises the following groups of subjects: literary and linguistic training—Spanish and one foreign language; scientific training—mathematics, elementary physics and chemistry, biology, geography; training in social history and national consciousness—history, civics; religious training—religion or ethics; aesthetic and practical training—drawing, music, handicrafts, bookkeeping. In the commercial schools this last group includes typewriting and handwriting in place of handicrafts. Likewise, the regional teacher-training schools have farming, workshop and rural building for the boys, dressmaking, weaving and homecraft for the girls.

The second cycle of general secondary schools leads to the baccalaureate examination, of which there are two types termed humanistic and scientific according to whether or not Latin is taken. In the former case, Latin is a subject in both basic and upper cycles. The curriculum for the upper cycle of the scientific baccalaureate includes: literature, a second foreign language, mathematics, physics, chemistry, biology, geography of Argentina, history, civics, philosophy, religion or ethics, music. As an experiment the city of Salta has created a 'humanistic baccalaureate' with a seven-year course of study in two cycles 5 + 2, termed *gimnasio* and *liceo* respectively. The *gimnasio* is in turn divided into lower and upper stages, 2 + 3.

Vocational Education

Decree No. 19,379 of 28 June 1948 gave a single title, 'industrial schools of the nation', to institutions previously termed schools of arts and trades, technical trade schools and industrial schools.

These industrial schools may include three cycles of study: basic training (two years); intermediate, for training in skills (two years); higher, for specialization (three years). For enrolment in the basic course a student must be over 12 years of age, must have completed the sixth primary class, and must pass a selective entrance examination, should there be too many candidates. Where necessary, a preparatory vocational course is set up for pupils coming from the fourth primary class. It is equivalent to classes 5 and 6, and leads to the basic course.

1. Industrial schools at the secondary level, however, maintain the organization set up in 1948.

At the end of the basic course a certificate of aptitude is delivered, guaranteeing that the bearer is able to practise some specified trade. When the student completes the intermediate cycle he receives a certificate for skill (with the title *experto*), and after the higher cycle he earns the technician's diploma (*técnico*) in the branch in which he has specialized.

Industrial schools of higher level provide the full three cycles described above. As a rule they teach one or more of these branches: civil construction; naval construction; electrotechnics; mechanics; telecommunications; chemistry. Students are thus trained at each level in a number of different fields.

Industrial schools of intermediate level offer the first two cycles, and their graduates may go on to the higher schools for further training. Industrial schools of basic level are found in smaller towns; graduates may continue their studies in intermediate schools. The basic and intermediate cycles generally provide courses in the following fields: mechanical and metallurgical industries; woodwork; electrical trades and telecommunications; civil and naval construction trades; automobile and transport trades; chemical industries; refrigeration; aviation; graphic arts and textile industries.

Higher Education

The National University Council consists of all rectors, with the Minister of Education as chairman. It is required to: (a) co-ordinate the teaching, cultural role and scientific work of the universities so as to take into account the interests and problems of the country as a whole and of each university region; (b) assist the government in all university questions, particularly as regards the creation, suppression or conversion of universities or higher institutes; (c) secure uniformity in programmes, conditions of entry, structure and number of courses, degrees granted.

The University of Buenos Aires (1821) now comprises eight faculties: law and social sciences; medicine; exact, physical and natural sciences; philosophy and letters; agronomy and veterinary science; economic sciences; dentistry; architecture and town planning. The remaining universities are Córdoba; La Plata; Tucumán; the provincial university of Santa Fé (1899), changed to the National University of the Litoral in 1919; and finally, Cuyo.

Teacher Education

Several schools train kindergarten teachers. Temporary courses have been organized for those who wish to specialize in this field.

Teacher-training schools for primary school teachers may be national, provincial or private. The course consists of two cycles of which the first (three years) corresponds to the *ciclo básico* (described above) of the secondary school. The upper cycle of two years provides both general and professional education, and the latter aspect involves courses in: pedagogy, general and applied psychology; history of education; general and special methods of teaching; observation of classes; practice teaching; the

policy, legislation and organization of education in Argentina.

The regional or rural teacher-training schools follow the same programme, with the addition of practical courses in agriculture and home economics.

Teachers for secondary classes are trained in several national institutes for secondary teachers or in the universities. In the latter case there are three different patterns, according to the responsible faculty: philosophy and letters (Buenos Aires, Tucumán, Cuyo), educational science (San Luis and part of the University of Cuyo), and humanities and education (La Plata).

There are also four training colleges for secondary teachers (two in Buenos Aires, one each in Rosario and Corrientes).

Special Education

A number of schools exist for abnormal children, the deaf-and-dumb and those with sight defects. Special schools (*escuelas de policlínicos*) are organized for children in hospitals and courses (*escuelas domiciliarias*) are arranged for the bedridden. There are also open-air schools.

ADULT EDUCATION

Educational institutions with a practical or technical bias, and not forming part of the primary-secondary school system, provide opportunities to young people and adults for general and vocational training which they may have missed by not attending secondary schools.

As private initiative began earlier than that of the State, a large number of very varied institutions are active in this field. Among them may be mentioned:

adult schools, for youths over 14 years of age; the popular universities, evening schools of continuation or technical nature and not leading to specific qualifications; vocational schools for girls, with entirely practical courses in dressmaking, domestic science, etc.; training courses for workers, leading to definite qualifications.

The official programmes of the adult schools, published in 1950, have been provisionally approved by the Ministry of Education. Final approval will depend on the results of an inquiry in which the school directors and teachers are taking part. The programmes are set up synthetically; general hints on method are given, along with the content in these subjects: Spanish, mathematics, history, geography, civics, nature study, religion and moral instruction, domestic science, aircraft navigation and anti-aircraft defence, thrift and savings. A wide range of special courses is also outlined in the fields of language, commerce, home economics, crafts and trades, and a programme is suggested for school clubs.

By a decree of 17 July 1947, cultural extension missions (*misiones monotécnicas*) were set up to train the artisans who are indispensable for progress in isolated rural communities. The missions numbering 64 in 1951, are temporarily quartered in parts of the country where the lack of skilled workers is clearly established. They provide two-year courses in carpentry, mechanics, building trades, agriculture, etc. Rural and domestic cultural missions offer home economics training to women.

The Ministry of Labour and Welfare, through its directorate-general for apprenticeship and vocational guidance, has organized vocational and technical schools (for apprentices from 14 to 16 years of age), continuation classes (for youths from 16 to 18 years) and pre-vocational courses.

University extension courses (lectures, musical performances, etc.) also contribute to educate the public.

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1. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Public schools (1949)	14 722	92 554	80 348	2 119 940	1 021 344
Private schools (1949)					
Secondary					
General					
Secondary schools, public	388	11 956	5 920	69 633	22 703
Secondary schools, recognized					
Teacher training	...	...	...	...	...
Vocational education, public	...	...	...	...	...
Commercial schools	...	...	...	31 520	13 455
Industrial schools	...	...	...	25 201	24
Vocational schools for women	...	...	...	10 659	10 659
Other vocational schools ¹	...	...	...	5 267	3 690
Recognized					
Fine arts school	...	...	...	156	150
Commercial schools	...	...	...	11 855	6 568
Domestic science school	...	...	...	10	10
Industrial schools	...	...	...	1 940	4
Vocational schools for women	...	...	...	1 898	1 898
Higher					
Universities	6	3 998	168	79 412	13 434

Source. Argentina. Ministerio de Asuntos Técnicos, Dirección General del Servicio Estadístico Nacional. Buenos Aires.

1. Including special schools for the blind, the deaf-and-dumb.

2. AGE AND CLASS DISTRIBUTION OF PUPILS IN PRIMARY SCHOOLS 1950

Distribution by age			Distribution by class		
Age	Pupils enrolled		Class	Pupils enrolled	
	Number	Percentage		Number	Percentage
Total	2 210 062	100.0	Total	2 210 062	100.0
6	241 621	10.9	1	993 651	45.0
7	283 672	12.8	2	375 845	17.0
8	284 848	12.9			
9	292 848	13.2	3	299 022	13.5
10	296 649	13.4	4	235 646	10.7
11	269 141	12.2			
12	243 635	11.0	5	178 407	8.1
13	162 852	7.4	6	145 491	6.6
14	134 796	6.1			

Source. Argentina. Ministerio de Asuntos Técnicos, Dirección General del Servicio Estadístico Nacional. Buenos Aires.

3. HIGHER EDUCATION, 1950

Faculty	Number of faculties	Teachers		Students	
		Total	F.	Total	F.
Total	45	3 998	168	79 412	13 434
Law and social science	4	...	...	16 593	1 889
Medicine (including dentistry)	7	...	...	20 446	4 691
Natural science					
Chemistry (includ. pharmacy)	1	...	...	1 489	335
Physics	9	...	...	13 765	894
Philosophy (including letters)	8	...	...	3 645	2 507
Agriculture (including veterinary science)	5	...	...	1 912	83
Economics (including commerce and political science)	6	...	...	19 411	2 694
Technology	2	...	...	1 783	88
Fine arts	3	...	...	368	253

Source. Argentina. Ministerio de Asuntos Técnicos, Dirección General del Servicio Estadístico Nacional. Buenos Aires.

Total population (1950): 8,184,118.
 Total area: 7,704,000 square kilometres ; 2,974,581 square miles.
 Population density: 1 per square kilometre; 2.75 per square mile.
 Population, within compulsory school age limits: 1,072,926.
 Total enrolment: 1,060,900.
 Enrolment of girls as percentage of total enrolment: 48 per cent.
 Pupil-teacher ratio: 35 in public primary schools.
 Illiteracy rate: less than 5 per cent.

National income (year beginning 1 July 1950): 3,101 million Australian pounds (excluding net income from abroad).

In Australia the functions of government are divided between the Commonwealth Government and the State governments. Public education is primarily a State government responsibility. Although the Commonwealth is responsible for education in its own territories and meets the cost of education in all of them, special arrangements exist whereby two States act as the agents of the Commonwealth in the two mainland territories; New South Wales administers education in the Australian Capital Territory and South Australia in the Northern Territory. As the external territories (Papua, New Guinea and Nauru) are dealt with in subsequent chapters, no reference need be made to them here.

LEGAL BASIS

In each of the Australian States, the nineteenth century saw a vigorous movement for the establishment of free, secular and compulsory systems of education. By the end of the century each State parliament had passed a State Education Act, beginning with the Victorian Education Act of 1872, and followed by similar Acts in Queensland (1875), South Australia (1875), New South Wales (1880), Tasmania (1893) and Western Australia (1893).

The State Education Acts, amended from time to time, have formed the basis of the present educational systems of Australia. The Acts now operative are:

New South Wales: Public Instruction Act 1880-1950 (and amendments);

Victoria: Education Acts, 1928-50 (and amendments);

Queensland: The State Education Acts, 1875-1912 (and amendments).

South Australia: Education Act 1915-45 (and amendments);

Western Australia: Education Act, 1928 (and amendments);

Tasmania: Education Act, 1932 (and amendments).

School attendance is compulsory for children between the ages of 6 and 14, except in Tasmania and in New South Wales, where the limits are 6 and 16, and 6 and 15 respectively. Western Australia, South Australia and Victoria have each passed Acts (not yet implemented) for raising the school age to 15.

Public expenditure on education (1950): estimated at 48 million Australian pounds.

Cost per pupil: Australian pounds 37.738.

Official exchange rate: 1 Australian pound = 2.24 U.S. dollars.

Prepared by the Commonwealth Office of Education, Sydney, in January 1953.

The compulsory clauses in the Acts do not compel all children to attend State schools. Children educated up to the prescribed standard, or being so educated, in institutions other than State schools, are exempt from the provisions of the compulsory attendance clauses, as also are children living more than prescribed distances from the nearest State school, or those unable to attend through illness, fear of infection, or similar causes. However, very few Australian children are not reached by educational facilities.

ADMINISTRATION

The State Systems

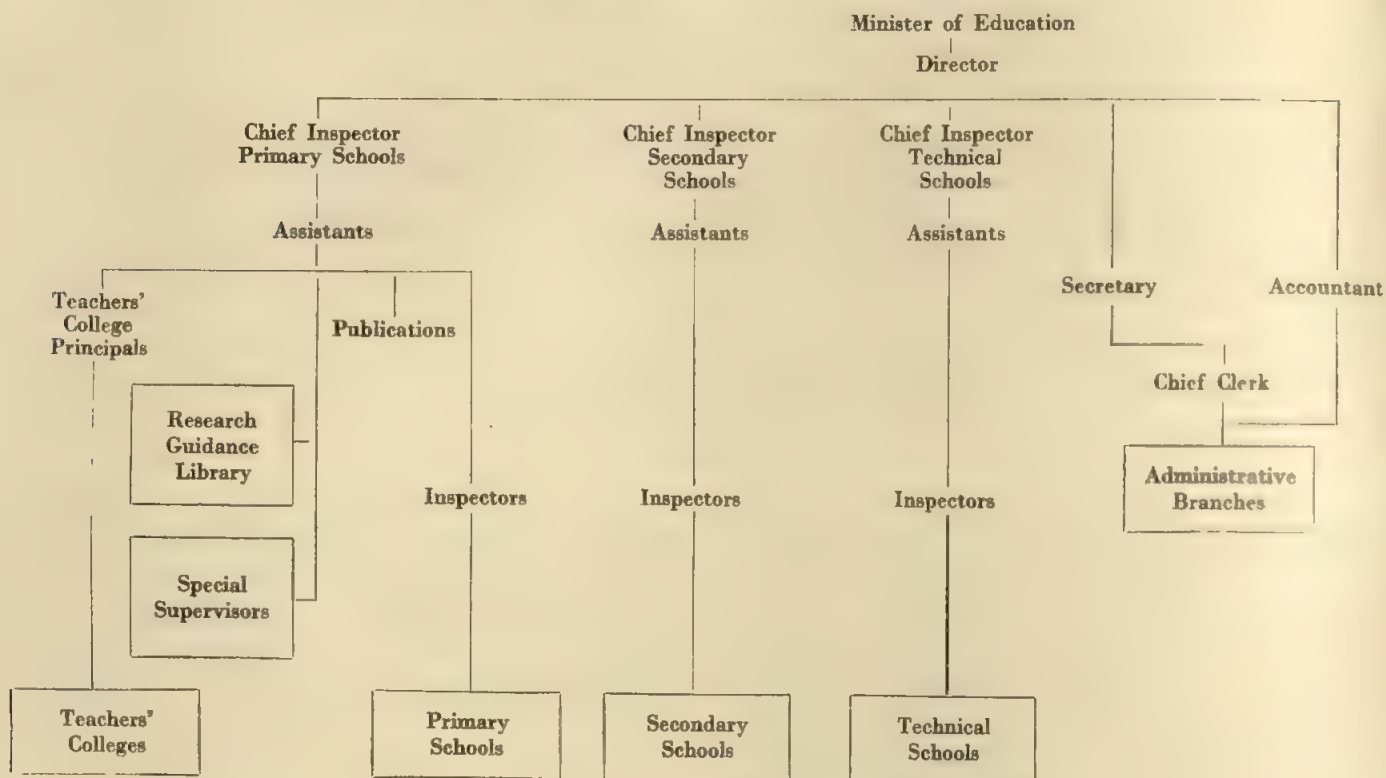
The accompanying diagrams (p. 72) show the pattern of administration in two States. While there was some diversity between the types of systems of education set up in the various States, the similarities are more striking than the differences. Each system was, and to a large extent still is, centralized—largely attributable to the extent of territory and the small populations of the Australian States. Administrative control is in the hands of a permanent officer known as the Director (or Director-General) of Education, responsible to a member of the Cabinet (Minister or Secretary for Education). In recent years some measure of decentralization appropriate to Australian conditions has taken place. Some of the States have been divided for educational purposes into regions, with a regional (or area) director of education or district education officer appointed to each region or district.

In addition, district inspectors have been given a larger measure of administrative responsibility.

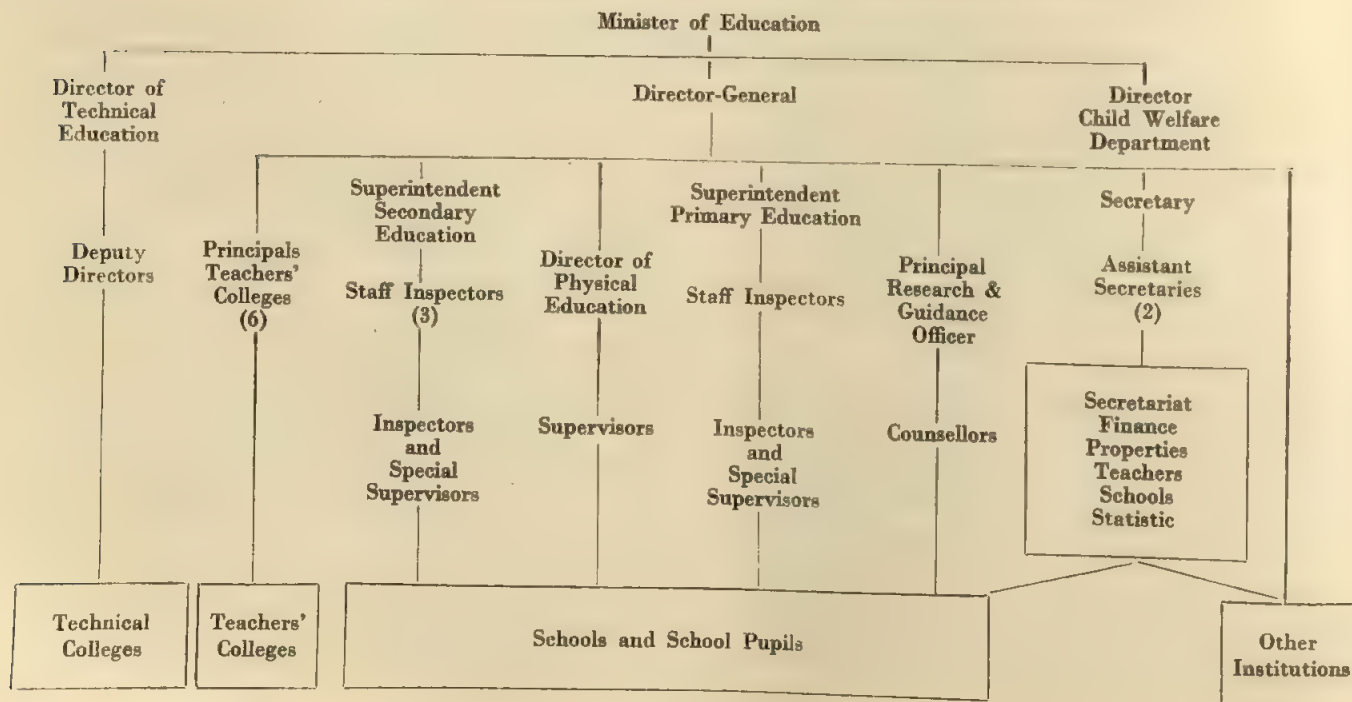
For administration purposes, most education departments are divided into three main divisions—primary, secondary and technical. In New South Wales, the State with the greatest population, technical education is administered by a separate department, the Department of Technical Education.

Each education department maintains contact with its schools through inspectors, a title which has been changed

ORGANIZATION, DEPARTMENT OF EDUCATION (STATE A)



ORGANIZATION, DEPARTMENTS UNDER MINISTER OF EDUCATION (STATE B)



to superintendent in Tasmania and in Western Australia. This is in accordance with the trend in all States to modify the traditional idea of inspection as teacher assessment and to emphasize leadership and advisory functions. Each department has published regulations setting out the duties of officers and teachers, and has drawn up curricula to guide the instruction which has to be covered. The time-allotment for each subject is suggested, rather than mandatory. Instructions and advice are also conveyed to teachers by regular official gazettes published by each education department.

Commonwealth Participation

While education in Australia is primarily a concern of the State governments, the Commonwealth Government has been brought more and more into the field. The Education Act of 1945 established the Commonwealth Office of Education and defined its functions as follows:

1. To advise the Minister on matters relating to education.
2. To establish and maintain liaison, on matters relating to education, with other countries and with the States.
3. To arrange consultation between Commonwealth authorities concerned with matters relating to education.
4. To undertake research relating to education.
5. To provide statistics and information relating to education required by any Commonwealth authority.
6. To advise the Minister concerning the grant of financial assistance to the States and to other authorities for educational purposes, and to undertake such other functions in relation to education as are assigned to it by the Minister.

In 1951 the Commonwealth Government initiated a system of Commonwealth scholarships to assist able students to undertake courses in tertiary institutions.

Finance

The principal sources from which funds are derived to meet State government expenditure on education are Consolidated Revenue, loan funds, and direct grants for specific purposes. Income from Consolidated Revenue is used to meet administrative costs, provide school equipment and special services, pay teachers' salaries and finance teacher-training programmes. The cost of erecting school buildings is met mainly from loan funds.

Commonwealth expenditure on education is financed almost entirely from Consolidated Revenue.

Considerable funds, spent chiefly on special equipment for the schools, are provided by the voluntary organizations of parents and citizens which are attached to most schools.

Private Schools

The largest system of education in Australia other than the government systems is that administered by the Roman Catholic Church. It includes both primary and secondary schools, many of which are boarding schools. A director of Roman Catholic education is responsible for the general organization in each State, but each bishop has control in his own diocese and has the power to appoint his own inspectorial staff. Fees are charged and further

funds are provided by endowments and grants from Church authorities.

There is also a considerable number of other non-governmental schools providing for both boarders and day students. In most cases they are administered by school councils set up by various religious denominations and, with their associated preparatory schools, they cover both primary and secondary levels.

The courses followed by all non-State schools are in the main very similar to those provided by the State schools. Although not responsible for the administration and finance of these schools, some States reserve the right to inspect them in order to ascertain the standard of the teaching and the conditions which are provided for the pupils.

ORGANIZATION

A problem confronting all the State education departments has been that of providing education, especially secondary education, for children living in thinly populated areas. Various methods have been adopted to meet this problem. Many one-teacher schools were at first established, but there has been a tendency in some States to reduce the number of these with the development of school bus services and consolidated schools. Financial assistance for children who have to live away from home to attend school is provided in one form or another in all States.

For children who are too isolated to attend any school, correspondence schools have been set up. All States provide primary education in this way, and in recent years there have been marked increases in the range of subjects offered at the secondary level. Some States provide a full secondary correspondence course leading to matriculation.

Pre-school Education

Although it is not compulsory for children to attend school until they are 6 years old, in practice throughout Australia most children commence school at 5 years of age. Pre-school children are catered for to a limited extent by State-subsidized and private kindergartens, but the educational ladder properly begins with the infants' schools or infants' classes within the public school system which cater for children between 5 and 8 years old. The emphasis in infants' classes is on general development, on play activities and on the informal aspects of the educational processes with a gradual shift towards somewhat more formal aspects of schooling in the second and third years. Creative expression through drawing, dancing, handwork, dramatization, painting and similar activities is encouraged.

Primary Education

The syllabus of instruction in Australian primary schools is prescribed by the education departments, the teacher being free to modify the syllabus to suit local circumstances varying from State to State. In general there are six or seven grades in addition to the kindergarten or preparatory year.

There is a tendency to dispense with external examinations, at both the primary and secondary levels. In most

States progression from primary school to secondary school is on the recommendation of the headmaster, general ability tests, tests of achievement in the basic subjects or some combination of these selection methods.

Secondary Education

State education departments in Australia took little part in secondary education prior to the turn of the twentieth century. Secondary education before that date was in the hands of private bodies or individuals.

The Sydney Grammar School and the 10 Queensland grammar schools, established under the Sydney Grammar Schools Act of 1854 and the Queensland Grammar Schools Acts of 1860 and 1864 respectively, were in receipt of government aid for most of the second half of the nineteenth century. They were non-sectarian and the Governor-in-Council nominated more than half of the trustees of each grammar school.

Since 1900 there has been a considerable extension of secondary facilities through the State education departments.

Some high schools provide an academic curriculum, varying in length in the different States from four to six years, and leading, in the main, to university entrance. Other secondary schools provide commercial, technical, agricultural and home science courses.

Where the population is insufficient to warrant the erection and maintenance of separate schools, one school provides for the various courses required. In some areas the secondary course is provided by a primary school with a special secondary 'top'.

Area schools, which are to be found in several States, organize their activities especially to meet the needs of the rural community. A number of small rural schools are closed and the children transferred to a large consolidated school which offers, in addition to education, practical work appropriate to the industries of the district, particularly for children of 12 years of age or over. With the establishment of school bus services the number of 'area schools' is increasing.

Vocational training of a more definite nature is given at certain agricultural high schools where courses of instruction

cover such subjects as agricultural science, horticulture, farm mechanics, bookkeeping, veterinary science and other allied subjects. These schools have adequate land and stock to carry out their programme, and quite a number of them provide residential accommodation for the students. Although no fees are charged for instruction, boarders are usually required to pay for board and lodging and for other incidental expenses such as medical services. Agricultural high schools vary considerably from State to State, some having a strong practical bias and others being high schools with some agricultural subjects.

Examinations are held in the middle and at the end of the secondary course, the main ones being:

Intermediate and Junior Public Certificate (at about the age of 15 years). Candidates from approved secondary schools may receive intermediate certificates without external examination in New South Wales. In Queensland, South Australia and Western Australia the examination is external. There is no equivalent examination in Tasmania.

Leaving and Senior Public Certificate (at about the age of 17 years). This examination marks the end of secondary education in New South Wales, Queensland and Western Australia. In South Australia an optional further year, leading to the leading honours examination is offered. In all these States the examination is external. In Victoria it may be taken internally by candidates from approved schools, or externally by other candidates. In Tasmania, the leaving certificate has been replaced by the schools' board certificate. Candidates from approved schools may obtain the certificate by internal examination.

Matriculation. In most States, results obtained in Leaving and Senior Public Examinations determine whether or not a candidate has qualified for matriculation to the university. In Victoria and Tasmania, a special external matriculation examination is taken one year after the leaving and schools' board certificate. In Western Australia and New South Wales, a student who matriculates is regarded as qualifying for general matriculation, whereas in the other States each university faculty has its own entrance requirements.

GLOSSARY

NOTE. As school systems vary from state to state this diagram is simplified. Particularly at the secondary level it shows the types of course available rather than types of school.

infant school: first three years of primary school course.

kindergarten: pre-primary school.

secondary or high school: general secondary school offering academic, modern or vocational.

agricultural
art and music
commercial
home science
technical

} vocational secondary
courses.

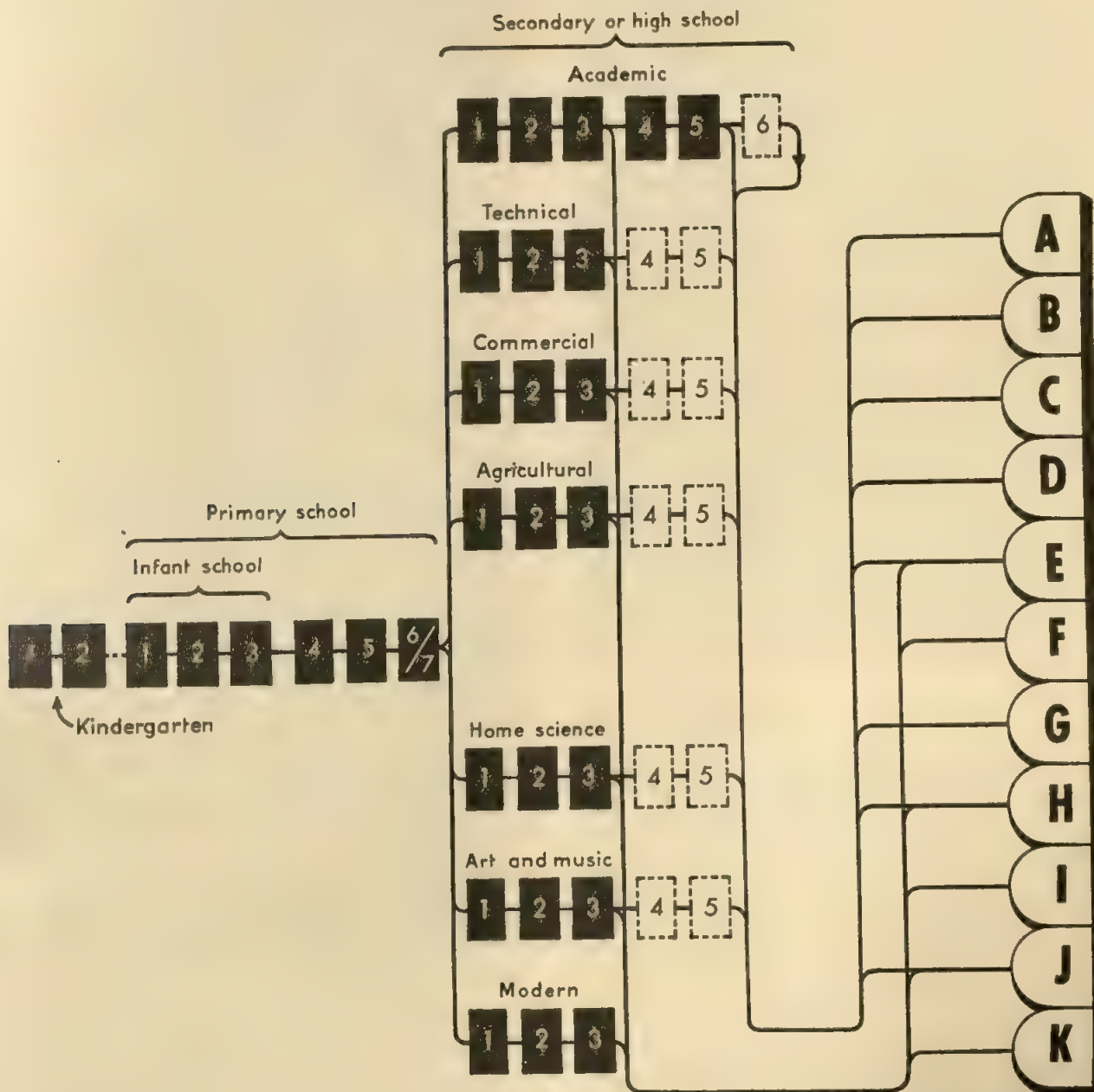
INSTITUTIONS AT POST-SECONDARY LEVEL

- A. University.
- B. Conservatories of music.

- C. Library schools.
- D. Teachers' colleges.
- E. Professional and vocational training schools.
- F. Naval college.
- G. Military and air force colleges.
- H. Senior technical college (diploma and professional courses).
- I. Apprentice trade schools.
- J. Agricultural colleges.
- K. Business colleges.

DIAGRAM

4 5 6 7 8 9 10 11 12 13 14 15 16 17
 ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓



Higher Education

The State governments in Australia maintain, either wholly or partially, four types of educational institutions at the tertiary or post-secondary level—universities, teachers' colleges, technical colleges, and agricultural colleges.

Universities. Each Australian university was established by an Act of the State parliament concerned, but, although in receipt of financial support from both the State and federal parliaments, they are self-governing academic bodies. There are government nominees on the governing body of each university.

The oldest university in Australia, Sydney, was founded in 1850, followed by Melbourne (1855), Adelaide (1874), Tasmania (1890), Queensland (1909), and Western Australia (1913). In addition university colleges have been established at Canberra (1929)—temporarily affiliated with the University of Melbourne, and at Armidale (1938)—branch of the University of Sydney. By Act of the federal parliament (1945) a national university has been established at Canberra. The Australian National University provides facilities for postgraduate research. It has the option also of providing facilities for general university education, for incorporating the Canberra University College within the national university, and for specialist training of public service officers.

The most recent university to be established in Australia is the New South Wales University of Technology, established in 1949 to provide advanced training in science and technology and increased facilities for technological research, with a view to the speedy application of modern scientific developments to the benefit of commerce and industry. Considerable emphasis is placed on practical industrial experience as an integral part of the training. In order that graduates shall have more than a narrow technical training, courses in languages, economics, psychology and history have been provided. In 1951 Newcastle University College was established as a branch of this new university.

The faculties of the Australian universities are as follows:

Sydney: agriculture, architecture, arts, dentistry, economics, engineering, law, medicine, science, veterinary science.

Melbourne: agriculture, architecture, arts, dental science, economics and commerce, education, engineering, law, medicine, music, science, veterinary science.

Queensland: agriculture, arts, commerce, dentistry, engineering, law, medicine, science, veterinary science (architecture is part of the faculty of engineering).

Adelaide: agricultural science, arts, dentistry, engineering, law, medicine, music, science.

Western Australia: agriculture, arts, dental science, education, engineering, law, science.

Tasmania: arts, commerce, engineering, law.

New South Wales University of Technology: applied science, architecture, engineering.

The Australian National University has four research schools: John Curtin School of Medical Research, Research School of Physical Sciences, Research School of Social Sciences, Research School of Pacific Studies.

Teacher training. The training of teachers in Australian State schools is carried out in State teachers' colleges or in university departments of education.

Colleges are conducted on a co-educational basis and departmental trainees are given a monetary allowance while in training. Students are required to enter into a bond to serve for a specified period or to repay all or a portion of the cost of training.

Except in Tasmania, primary teachers are trained in State teachers' colleges of which there are six in New South Wales, five in Victoria and one in each of the other States. In Tasmania the teacher-training programme is in the hands of the University of Tasmania working in close collaboration with the education department of that State.

Teacher students are recruited at leaving certificate or matriculation level. Those who have been selected for primary teaching undertake a professional course of two years and prospective secondary teachers are given one year's professional training leading to the diploma of education after the completion of a three or four years' undergraduate university course.

Specialization for nursery and for infants' teaching normally occurs in the second year of training. Teachers of subjects such as music, art, manual art, physical education and domestic science receive from two to five years' training. Physical education courses are usually conducted at teachers' colleges or at a university; use is made of technical colleges and conservatories of music for other specialist training. Teacher trainees attending the institutions, however, are regarded as being in attendance at a teachers' training college and are normally required to spend a portion of each week at the teachers' college.

Teachers of general subjects in technical schools and colleges generally receive their training either as primary teachers or as secondary teachers and after some experience in either or both fields are transferred to a technical institution. Teachers of specialist subjects in technical schools are in the main recruited from the ranks of qualified tradesmen engaged in either industry or commerce. Upon appointment, teachers of technical subjects usually receive instructions in classroom teaching techniques.

The degrees and diplomas granted in education are: Dip.Ed. (Diploma in Education): one year postgraduate. B.Ed. (Bachelor of Education): Western Australia (four year primary degree course); Queensland and Melbourne (two years postgraduate).

M.Ed. (Master of Education): Melbourne, Queensland, Sydney (three to four years postgraduate).

M.A. in education: Sydney (two to three years postgraduate).

Ph.D. in education: Melbourne, Queensland.

Private school teachers in most States may attend State teachers' colleges on payment of a fee. Private training institutions also provide teachers for service in non-government schools.

Technical colleges. Technical colleges have been established in most large manufacturing or mining centres and courses are, as a rule, adapted to the particular needs of the area. This has been assisted in some places, notably in Newcastle, New South Wales, and in Geelong, Victoria, by endowments from the major industry. A portion at least of technical

college trade and diploma courses are now held in the employer's time (i.e. during the day). Full-time attendance for considerable periods is now considered desirable.

Allowing for differences from State to State, technical courses in Australia might be roughly classified as: trade and certificate courses; diploma courses; postdiploma, refresher, and new development courses; miscellaneous.

Trade and certificate courses are designed primarily to assist the apprentice in equipping himself with the knowledge and skill requisite for the practice of his trade.

Diploma courses are on the professional level and so aim to give a training in the basic sciences and in the application of these to industry.

New developments are treated in greater detail in post-diploma and refresher courses. Beyond the level of the diploma there are also the science and engineering faculties of the universities. In this regard the recent establishment of the New South Wales University of Technology is of particular interest.

In addition to the above courses there are a number of others, not specifically trade or professional or new development—for example, women's handicraft, certain industrial processes, and others.

Agricultural colleges. Agricultural education at the secondary level has been discussed earlier. At the tertiary level, each State, with one exception, has established agricultural colleges designed for more advanced work in agricultural education. These colleges, which are residential, are administered in four of the States by the departments of agriculture, with the assistance, in three of them, of an advisory council. In Queensland, the college is under the control of the Department of Public Instruction. In Queensland and in one of the Victorian colleges, students are accepted at the age of 14 years and are given a preparatory course of study before undergoing the agricultural diploma course proper; but the general practice is to insist on at least three years' secondary education as the minimum requirement for entry to the colleges. The course itself is usually of three to four years in duration and covers both theoretical and practical aspects of agricultural work. Holders of diplomas desiring to proceed to university work are granted exemption from matriculation and certain subjects required for a degree, on a scale varying from State to State.

The State agricultural colleges are situated at Hawkesbury and Wagga (New South Wales), Longerenong, Dookie and Terang (Victoria), Gatton (Queensland), Roseworthy (South Australia) and Muresk (Western Australia).

Certain aspects of work on the land are provided by the technical colleges—for example, the Gordon Institute of Technology at Geelong is the main centre for training in wool technology in Victoria. In addition, there are courses, some available by correspondence, in such subjects as gardening, horticulture, sheep and wool, care of animals, farm mechanics, etc., some of which are from two to three years in duration and in New South Wales may lead to the award of certificates of competency.

Australian universities provide full degree courses in agricultural science. Most of the graduates are assimilated by government departments of agriculture for research

and improvement work. In addition, the universities of Sydney and Queensland have faculties of veterinary science, and the University of Melbourne provides the first year of such a course, the remainder to be taken in Sydney.

Special Education

Under this heading is classified the education which is provided for children who are crippled, deaf, blind, mentally handicapped, maladjusted or who have speech defects.

For crippled children the various education departments run hospital schools, staffed by teachers without special training; the emphasis is placed on craft work, music and reading, within the framework of the normal primary syllabus. There are about 500 deaf children in Australia, catered for in seven residential schools attended also by some day pupils. Education is mainly at the primary level. The main source of income is endowment and public subscription, fees being paid by those able to afford them. Provision is also made for hearing aids for deaf children attending regular school classes. There are fewer than 200 blind children in Australia and these are catered for in seven residential schools run along the same lines as, and frequently in conjunction with, the residential schools for the deaf.

Speech therapy is carried out most frequently in clinics and hospitals which the children attend once or twice a week. Speech therapists are also attached to education departments in several States and give special tuition in different schools from day to day.

Throughout the Commonwealth, provision is made for the reception of certified cases of mental deficiency in the State mental hospitals. Dull and backward children are provided for in about ten residential schools. There are also many special day schools run by the various education departments, and a number of special and remedial classes. Most of these schools attempt a modified and restricted primary course in which handwork is emphasized.

Maladjusted children pass through child guidance clinics or child welfare units associated with the work of children's courts, psychiatric clinics at general hospitals, etc.

ADULT EDUCATION

Government efforts to promote the general education of adult citizens are still in an experimental stage. As in most democracies, purely voluntary bodies have always provided further educational opportunities of one kind or another, but these are not organized into a coherent pattern.

The recognized adult education authority varies from State to State: in New South Wales and South Australia the Joint Committee (of university and WEA) still operates; in Western Australia an adult education board of the university has existed since 1918; boards were set up also by Queensland (1939) and Tasmania (1948), and Victoria has a Council of Adult Education.

Since World War II public interest in the problem has grown considerably, with the result that most States have made increased funds available to adult education bodies. The total of State government and university grants to

recognized, adult education bodies in 1951 was about £86,000 although their expenditure far exceeded this figure. The number of students in formal classes and groups in 1951 was estimated as being close to 14,000. No definite information is available concerning effectiveness of or attendances at less formal activities or concerning the results of assistance to voluntary bodies.

Some State education departments also have commitments in the adult field. They are now responsible for the details of administration in connexion with the teaching of English to non-English-speaking migrants. In New South Wales the education department has established evening colleges, which provide a wide range of educational, cultural and leisure activities for adolescents and adults. The curricula reflect local needs and desires. Colleges are held in school buildings and are staffed largely by departmental teachers.

Other agencies of adult education, such as public libraries, art galleries and museums, arts councils, as well as the main voluntary body, the Workers' Educational Association, are active in the field.

STATUS OF TEACHERS

In each State, teachers in government schools are public servants enjoying the same privileges and accepting the same responsibilities as other public servants. Short of criminal act, gross misdemeanour or incompetence, they may look forward to a life of service, with prospect of promotion to higher positions, until they reach the statutory retiring age, which in most States, is 65 years of age. They are free to lead the normal life of citizens, to take civic office, and to seek election to Parliament, although if elected, they are required to resign from the public service.

Having entered the service of the education department, a teacher may be appointed to a school in any part of the State. In addition to the general requirement that teachers shall serve for at least some years in country schools, the tendency is for first appointments of promotion, at each level beyond that of assistant teacher, to be made to country schools.

Teachers are transferred from school to school by the director of the department to meet the needs of the service as a whole. The procedure adopted in regard to these transfers and their frequency varies somewhat from State to State but, in general, teachers are transferred, under the direction of the senior administrative officer concerned, either to fill vacancies or to provide the teachers with a variety of experience. This movement of teachers is not a mechanical process, and as far as possible the personal circumstances of the teachers concerned and their individual preferences are taken into account.

Promotion of teachers depends ultimately upon their efficiency as reflected in the reports of teaching efficiency and their general record of service, seniority providing a

further basis of distinction between teachers otherwise equal in status. The exact procedure of promotion varies from State to State but, especially in regard to senior positions, as for example the position of principal of a secondary school, vacant positions are advertised and teachers with the necessary qualifications may apply or submit their names for consideration. In general, too, teachers who feel that they have been passed over have the right of appeal.

The salaries of teachers are, in the majority of Australian States, determined by a body outside the education department. In some States, teachers have access to the State Arbitration Court. In New South Wales during recent years salary scales have been determined by agreement between the Public Service Board and the Teachers' Federation. In Victoria and Tasmania independent tribunals have been established.

SCHOOL WELFARE SERVICES

Medical services. Each State maintains a free school medical and dental service. The functions of these services, however, are chiefly diagnostic, the parents being advised of treatment required, although some departments provide dental treatment.

Guidance services. The provision of educational and pre-vocational guidance is a feature of Australian education. In all States there is a psychological service within the State education department. Its activities include the supervision of cumulative record card systems, advice to parents and teachers concerning pupils academically retarded or emotionally disturbed, selection for special classes, advice on transition to secondary education and prevocational counselling. When children leave school, the Commonwealth Employment Service or, in New South Wales, the Vocational Guidance Bureau of the State Department of Labour and Industry and Social Welfare provide a vocational guidance service.

For children with gross emotional disorders child guidance clinics exist in a number of the States, staffed by psychiatrists, psychologists and social workers. In Victoria a comprehensive psychiatric service is organized through the out-patients departments of the hospitals of Melbourne.

Other services. In recent years most States have been prepared to provide accommodation for and to subsidize the establishment of lunch canteens for schools. Schemes for supplying milk to school children have become operative in all States and since 1951 the Commonwealth Government has borne a portion of the cost of this service.

The organization of health and recreation camps for school children has been carried out by all State education departments in post-war years.

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1. PUBLIC EXPENDITURE ON EDUCATION, 1950 (in thousands of Australian pounds)

Item	Amount	Item	Amount
Total budgetary expenditure	48 400	Technical training	7 780
General administration, inspection, etc.	1 4 520	Teacher training	1 600
Primary education (including pre-primary)	22 900	Universities	4 260
Secondary education	5 920	Post-school adult education	1 250
		Special education	180

Source. Australia. Commonwealth Office of Education.

Note. Figures include expenditure made by the appropriate Commonwealth Departments and expenditure by the States as recorded by the Commonwealth Grants Commission.

Official exchange rate: 1 Australian pound = 2.24 U.S. dollars.

1. More than two-thirds of this amount is for non-university research in various fields. Actual administrative costs are less than 5 per cent of expenditure.

2. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Kindergartens, child centres, creches, etc.	535	...	...	19 793	...
Primary					
Government schools	7 438	25 100	12 500	890 000	1 425 000
Non-government schools ²	1 900	12 800	...	326 000	...
Secondary					
Government schools	³ 382	7 814	3 048	197 000	103 000
Non-government schools ⁴	...	...	...	...	...
Higher					
Universities and university colleges	8	2 388	...	⁵ 30 630	6 607
Teachers' colleges (government)	15	284	...	5 190	2 769
Teachers' colleges (non-government)	...	...	...	...	...
Kindergarten teachers' colleges	6	...	...	...	...
Senior technical colleges	146	5 758	...	166 269	...
Special					
For physically and mentally handicapped children	80	223	...	2 500	...

Source. Australia. Commonwealth Office of Education.

1. Gross enrolment.

2. Includes secondary schools.

3. There are about 1,000 schools providing secondary education but only 382 are separate secondary schools.

4. Included with non-government primary schools.

5. Includes post- and sub-graduates.

3. HIGHER EDUCATION, 1950

Faculty	Number of		Students enrolled			Graduates ¹		
	faculties	teachers	Total	M.	F.	Total	M.	F.
Degree courses, all faculties	72	2 388	23 728	19 376	4 352	4 506	3 733	773
Arts	8	...	6 594	4 074	2 520	1 304	871	433
Law	7	...	1 466	1 385	81	284	273	11
Medicine	7	...	4 180	3 661	519	573	473	100
Science	8	...	3 196	2 518	678	847	695	152
Agriculture	7	...	502	470	32	109	100	9
Architecture	4	...	463	410	53	58	47	11
Commerce or economics	6	...	2 160	1 987	173	411	387	24
Dentistry	6	...	1 361	1 289	72	305	293	12
Divinity	1	...	8	8	—	5	5	—
Education	4	...	617	508	109	38	38	—
Engineering	7	...	2 630	2 629	1	458	458	—
Music	2	...	124	42	82	21	5	16
Veterinary sciences	5	...	427	395	32	93	88	5

Source. Australia. Commonwealth Office of Education.

1. Including those taking postgraduate degrees.

NEW GUINEA

Trust Territory

Total population (1952 estimate): 1,090,332.
Total area: 241,000 square kilometres; 93,050 square miles.
Population density: 4.5 per square kilometre; 11.7 per square mile.
Population, within school age limits (estimate): 325,000.
Total enrolment, 1951-52 (estimate): 95,000.
Enrolment of girls as a percentage of total: 22 per cent in administration schools; 39 per cent in mission schools.
Pupil-teacher ratio: 27.

Total budget (1952): 8,256,768 Australian pounds.

The Trust Territory of New Guinea comprises the north-eastern part of the main island of New Guinea, about one-quarter of its total area, and some 600 islands lying between the equator and latitude 8° south, and between longitude 141° and 159° 25' east of Greenwich. This area includes the main islands of Manus, New Britain, New Ireland and Bougainville.

In accordance with the Trusteeship Agreement approved by the General Assembly of the United Nations on 13 December 1946, the Government of Australia is the administering authority.

The territory is divided into eight districts: Central Highlands, Morobe, Madang and Sepik on the main island, and Manus, New Ireland, New Britain and Bougainville in the surrounding islands.

LEGAL BASIS

The Papua and New Guinea Act 1949, which provides for the administration of the territory in an administrative union with the Territory of Papua, was brought into operation on 1 July 1949.

The administration staff of the Territory of New Guinea forms part of the territorial public service of the Territory of Papua and New Guinea and is regulated by a public service ordinance and regulations made thereunder.

The stated educational aims of the administering authority are:

1. Universal literacy and as high a standard of general education as possible.
2. Training for skilled trades and professions.
3. Emphasis on education in relation to planned projects in community development.
4. Recognition of education centres as the foci of community interests.
5. Fostering youth activities (Boy Scouts and Girl Guides) and native co-operative movements.

Specific efforts are made to retain the indigenous native culture and to encourage the natives to continue their native crafts.

Public expenditure on education (1951/52): 423,544 Australian pounds.

Cost per pupil (estimated): Australian pounds 4.4.

Official exchange rate: 1 Australian pound = 2.24 U.S. dollars.

Revised by the Commonwealth Office of Education, Sydney, in January 1953.

ADMINISTRATION

The Department of Education is one of the 11 departments of the territorial administration, all of which are controlled by the Department of the Government Secretary.

Schools in New Guinea are conducted by the administration and by the missions, with the administration exercising supervisory control over the entire school system. Education is free but not compulsory, although enabling legislation for compulsion exists and will be enforced in one area at a time as it becomes possible. The Department of Education comprises, under the Director and Assistant Director:

Headquarters' Division: including Public Library Branch and Inspection Branch;

General Division: responsible for the organization and supervision of all non-technical schools, prevocational training, higher education of a non-industrial nature, teacher training and correspondence tuition section;

Technical Division: responsible for technical training centres and vocational guidance;

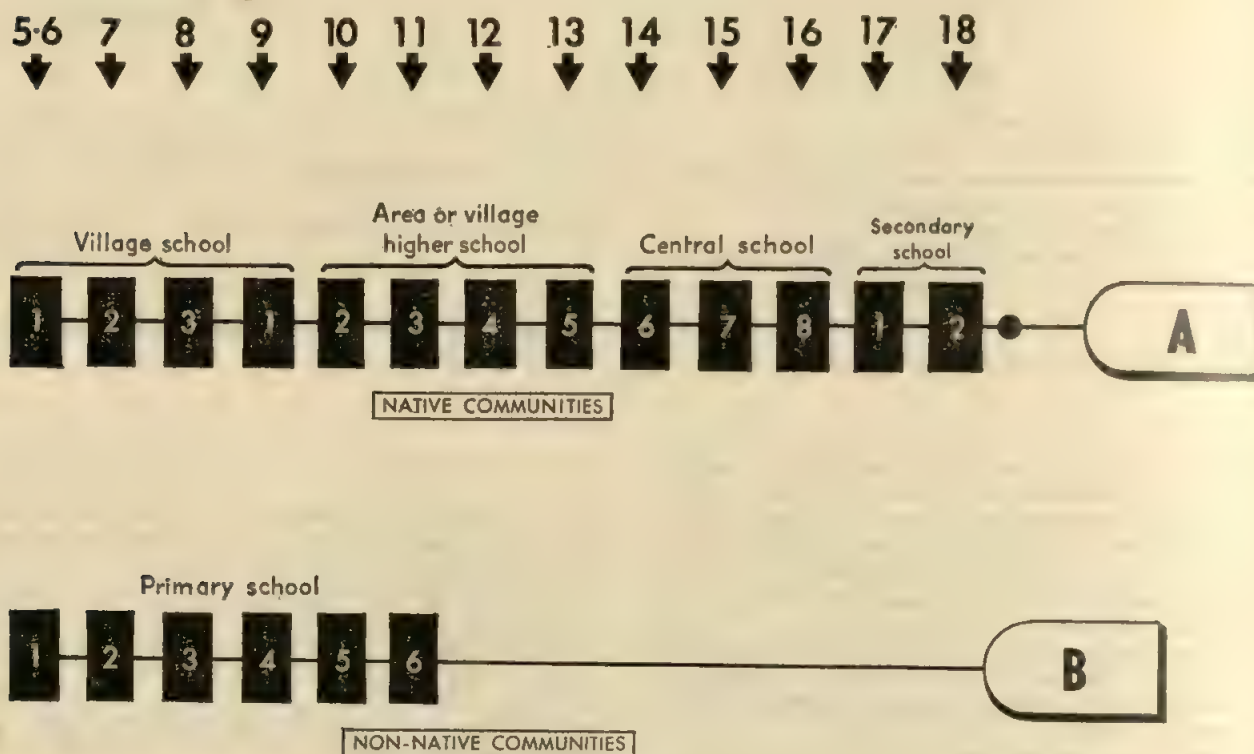
Special Service Division: physical education, games and scouting, visual education, broadcasting, publications, arts and handicrafts, community cultural interests, music, (curriculum and research section including psychology and anthropology);

Female Education Division: which organizes women's centres for domestic and agricultural education, girls' schools and supervises native female teachers and students in those schools.

FINANCE

The revenue of the administration is derived (1951-52) from direct grants by the Government of Australia and from internal revenue. Approximately 5 per cent of the total budget (£8,256,768) was allocated to education (£446,259) in 1952.

DIAGRAM



GLOSSARY

NATIVE COMMUNITIES

area or village higher school: upper primary school serving a group of villages, with English as medium of instruction.
central school: lower secondary school

(classified by the administration as primary with vocational bias.)
secondary school: upper secondary school with vocational bias.
village school: lower primary school run by missions and using vernacular as medium of instruction.

EDUCATION ABROAD

A. Post-secondary education abroad (usually Fiji).
 B. Secondary and higher education abroad (usually Australia).

ORGANIZATION

Primary Education

There are five types of primary schools: village schools conducted by missions giving three years of instruction in the vernacular, with the teaching of English in the fourth year, to students between the ages of 5 and 9 years; village higher schools conducted both by the administration and missions, drawing pupils from the 10 to 13 age groups, offering a four-year course continuing on from the village school course, and with instruction in English from first year; area schools serving a number of villages and conducted both by the administration and missions in which the course is the same as that offered in village higher schools; central schools for the 13 to 16 years age groups conducted by the administration and by the missions and offering three-year technical and prevocational courses on the secondary level. In addition to these,

there are primary schools for Europeans, Asians and part-natives conducted by the administration and the missions.

Secondary and Higher Education

Secondary schools for native students are conducted by the administration in conjunction with the teacher-training centres at Sogeri for Papua, at Dregerhafen for the New Guinea mainland, and at Keravat for the islands of the Bismark Archipelago. A course of two years is provided, leading to the (provisional) leaving certificate examination, which is now the prerequisite for admission to the teacher-training course, and for higher training in health, agriculture, and forestry.

Study Abroad

In general, the children of European parents are sent to Australia for their secondary education.

Financial assistance is granted to parents of approved students. No assistance has, as yet, been given to natives as it has been considered that their standard of education has been hitherto not sufficiently high to enable them to enrol in Australian schools. The whole question of provision of secondary education for natives, within and without the territory, is under consideration.

ADULT EDUCATION

The broadcast, visual education and publications sections, the Social Welfare Branch and Female Education Division provide for adult interests in health, agriculture and general education by means of films, broadcasts and news sheets in the vernacular, and more formal instruction where possible. Community centres are being established as agencies for adult education and the first of these is operating in the Sepik district.

STATUS OF TEACHERS

In mission schools by far the greater proportion of the teachers are native but in administration schools the proportion of European teachers is much higher. A large number of the native teachers have had little organized training but the training of future native teachers is an important part of the development programme.

European teachers in administration schools are required to have the same qualifications as teachers in Australian States, in fact most of them have been recruited from Australian teaching services. Before commencing duty in New Guinea, or after a probationary period on duty in the island, teachers are required to undergo a course of training, supplementary to their professional training, at the Australian School of Pacific Administration. The course is usually for one year.

Cadet education officers are recruited at university matriculation standard and trained in Australian teachers' colleges and the ASOPA.

Teaching appointments are permanent after a proba-

tionary period and carry the same leave and superannuation rights as other appointments in the public service of the territories.

Salaries of European teaching staff are somewhat lower than those for corresponding positions in Australia and, in addition, carry territorial and district allowances.

Native teachers are paid at rates comparable with other native employment (after making allowance for the skill required in their work) and are supplied with free quarters and food. Chinese schools are, in general staffed with Chinese teachers under European supervision. All native teachers work under European supervision.

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1. SUMMARY OF SCHOOL STATISTICS AS AT 30 JUNE 1952.

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
ADMINISTRATION SCHOOLS	69	200	...	3 757	829
Primary					
European primary	9	14	12	272	134
Asian elementary	3	20	13	310	130
Native elementary	43	111	...	2 568	...
Native higher elementary	6	29	...	355	518
Native women's and girls' centres	2	2	2	26	26
Part-native elementary	2	2	...	60	21
Secondary					
General and teacher training	2	4	...	61	—
Technical training	2	18	...	105	—
MISSION SCHOOLS	2 561	3 267	156	91 449	35 644
European	4			488	209
Village schools	2 403			80 733	33 173
Intermediate	126	3 267	156	8 036	2 114
Higher training	28			2 192	148

Source. Commonwealth of Australia. *Report to the General Assembly of the United Nations on the administration of the territory of New Guinea from 1 July 1951 to 30 June 1952*. Sydney, 1953.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951/52 (in Australian pounds)

Item	Source of revenue				
	Total	Education Dept.	Health Dept.	Agriculture Dept.	Missions
Total	423 544	256 905	27 374	1 980	137 285
Salaries	74 642	74 642	—	—	—
European education	24 091	24 091	—	—	—
Native education	94 726	94 726	—	—	—
Asian and part-native education	7 801	7 801	—	—	—
Special services ¹	6 998	6 998	—	—	—
Other	20 486	20 486	—	—	—
Aid to missions	46 246	—	—	—	46 246
Public library service	2 998	2 998	—	—	—
Native Reconstruction Training Scheme	54 517	25 163	27 374	1 980	—
Missions (from own fund.)	91 039	—	—	—	91 039

Source. Commonwealth of Australia. *Report to the General Assembly of the United Nations on the administration of the territory of New Guinea from 1 July 1951 to 30 June 1952*. Sydney, 1953.

Note. Official exchange rate in 1951-52: 1 Australian pound = 2.24 U.S. dollars.

1. Visual education, film production, broadcasting, etc.

Total population (30 June 1952): 369,975.
 Total area: 234,490 square kilometres; 90,537 square miles.
 Population density: 1.6 per square kilometre; 4 per square mile.
 Total enrolment (1951/52): 42,000.
 Enrolment of girls as percentage of total: 13 per cent in administration schools.
 Pupil-teacher ratio: 32.

Total revenue (1951/52): 3,644,334 Australian pounds.

The Territory of Papua comprises the south-eastern part of the main island of New Guinea and the islands in the south-east between 8° and 12° latitude south and west of the meridian 155° east of Greenwich.

Papua is administered, as a Commonwealth Territory, by the Government of Australia.

The Papua and New Guinea Act 1949, which provides for the administration of the territory in an administrative union with the Trust Territory of New Guinea, came into operation on 1 July 1949.

The territory is divided for administrative purposes into eight districts.

Papua and New Guinea education is administered as a single programme from Port Moresby in Papua. The school organization, the work of the special division, and the work of the missions are controlled and developed in the same way in both territories. The description of the

Public expenditure on education: 186,197 Australian pounds (plus 8,803 pounds capital expenditure on school buildings).
 Cost per pupil: Australian pounds 4.429.

Official exchange rate: 1 Australian pound = 2.24 U.S. dollars.

Revised by the Commonwealth Office of Education, Sydney, in January 1953.

educational administration, organization, and development in the Trust Territory of New Guinea therefore applies equally to Papua.

Statistics are reported separately here as they are available separately and have some value for comparative purposes.

For other information on laws, administration, organization of schools, see the previous section on the New Guinea Trust Territory.

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AUSTRALIA. DEPARTMENT OF EXTERNAL TERRITORIES. *Report for the Territory of Papua, 30 October 1945 to 30 June 1951.* Canberra. 5 vol.

1. PUBLIC EXPENDITURE ON EDUCATION, 1951/52 (in Australian pounds)

Item	Source of Revenue				
	Total	Department of Education	Commonwealth Government	Missions	Other
Total	195 000	119 115	22 507	34 099	19 279
Salaries	39 172	39 172	—	—	—
Maintenance of native students in administration schools	26 700	26 700	—	—	—
Educational grants in aid to missions	29 027	27 359	1 668	—	—
Other expenses	25 884	25 884	—	—	—
Public library service	4 939	—	—	—	4 939
School buildings	8 803	—	—	—	8 803
Special services	5 537	—	—	—	5 537
Native reconstruction	20 839	—	20 839	—	—
Missions from their own funds	34 099	—	—	34 099	—

Source. Australia, Department of External Territories. *Annual Report for the period 1 July 1951 to 30 June 1952.* Canberra.

Note. Official exchange rate: 1 Australian pound = 2.24 U.S. dollars.

2. SUMMARY OF SCHOOL STATISTICS AS AT 30 JUNE 1952

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Administration schools	21	77	6	1 859	258
<i>European</i>					
Primary	2	5	3	140	64
<i>Native</i>					
Area, village higher and station schools	16	49	3	1 464	194
Central	1	9	—	114	—
Technical	1	13	—	102	—
General and teacher training	1	1	—	42	—
Mission schools	799	1 263	179	40 290	...
Village	663	1 263	179	29 406	...
Intermediate	97			9 417	...
Higher training	85			1 096	...
European	1			171	89
Part-native	3			200	...

Source. Australia, Department of External Territories. *Annual Report for the period 1 July 1951 to 30 June 1952*. Canberra.

NAURU

Trust Territory

Total population (1950-51 estimate): 3,434.

Total area: 21 square kilometres; 8 square miles.

Population density: 163 per square kilometre; 429 per square mile.

Total enrolment, within compulsory school age limits: 436 Nauruans and Gilbertese; 31 Europeans.

Enrolment of girls as percentage of total: 46 per cent.

Pupil-teacher ratio: 15.

Illiteracy rate: not known (relatively small and occurs only among the elderly inhabitants).

Total expenditure (1951/52): 13,932 Australian pounds from Nauru Royalty Trust Fund; 146,742 Australian pounds from general funds.

The Trust Territory of Nauru is a small island in the Pacific, latitude 0°32' south of the Equator, and longitude 166°55' east of Greenwich.

In accordance with the terms of the Trusteeship Agreement established on 1 November 1947, the Territory of Nauru is administered by the Commonwealth of Australia, on joint behalf of the governments of Australia, New Zealand and the United Kingdom of Great Britain and Northern Ireland. This continues an arrangement which existed when the territory was administered under mandate from the League of Nations.

LEGAL BASIS

The Administrator possesses full powers of legislation,

Public expenditure on education (1951/52): 11,179 Australian pounds from Nauru Royalty Trust Fund; 5,673 Australian pounds from general funds.

Official exchange rate: 1 Australian pound = 2.24 U.S. dollars.

Revised by the Commonwealth Office of Education, Sydney, in January 1953.

administration and jurisdiction and may issue ordinances, in particular for the education of children, in conformity with instructions he may receive from the Government of Australia.

The main objectives of the educational policy are to provide secular education for all children of the territory; to encourage the older indigenous people to continue with study; to raise the general standards of living of the inhabitants; and, ultimately, to train the people for administrative positions in the territory. The Compulsory Education Ordinance, 1921-25, requires Nauruan children between 6 and 16 years of age to attend school. Under the provisions of this ordinance, all education in the territory is controlled by the administration and is provided for all inhabitants free of charge.

Private schools may be established, provided they

register with the administration, follow the official curriculum and accept official inspection.

All primary-school children have school buildings within reasonable walking distance of their homes.

ADMINISTRATION

The territorial administration consists of six departments, one of which is the education department. In Nauruan affairs, the Administrator is advised by the Nauru Local Government Council consisting of a head chief and eight other councillors elected by adult suffrage for terms of four years.

The cost of Nauruan education is met from the Nauru Royalty Trust Fund, the income of which is derived from a royalty of 3d. per ton on phosphate exports; the cost of European education is met from administration's general funds.

No grant is made to the private school but the administration provides classroom furniture and stores such as are issued to administration schools, e.g. textbooks, ink, chalk, etc.

ORGANIZATION

Primary Education

The administration maintains six district primary schools and a special school at the Leprosarium (the teachers of which are in the employ of the administration). One other school is run by a missionary body, and the administration also provides a primary school for European children.

A six-year curriculum in the primary schools, based on Australian standards, includes instruction in English, arithmetic, manual training, geography, history, civics and nature study. The official language of the territory is English, and the only textbooks available are printed in that language, Nauruan being a spoken language of which the written form is available in a translation of the Bible only. A knowledge of English is a necessary prerequisite for higher education abroad and the primary school courses place emphasis on the learning of English.

Secondary Education

There were two established secondary schools before the war—a technical school for boys and a technical and domestic science school for girls—neither of which has yet been rebuilt. However, secondary education for the Nauruans has been resumed in 1950-51 with the opening of a school in temporary premises.

Study Abroad

Selected pupils possessing the necessary educational qualifications are sent overseas for further studies, the cost being borne mainly by the administration. In 1952, 23 students were abroad, 17 of whom were sponsored by

the administration, two by the mission, four by their own families. Most commonly such students undertake secondary courses in Australia. Others are given medical training in Suva and two are attending theological colleges.

Adult Education

Evening classes for adults and senior school children have been inaugurated by some of the better educated members of the Nauruan community under the guidance of the Director of Education. Five subjects, namely physics, geometry, algebra, arithmetic and English are at present being taught; other subjects will be introduced as equipment and suitable accommodation become available. The main emphasis is on visual education. The classes are held twice weekly and attendances average 52 per week.

A portable film projector has been provided for use at these meetings and films are also shown at other localities throughout the territory, including the sanatorium and leper station.

As compulsory education for all children between the ages of 6 and 16 years has been in force in the territory since 1921, the percentage of illiteracy is relatively small and occurs only amongst the elderly inhabitants.

A regular supply of newspapers and periodicals is made available to the inhabitants and there is a library for general use. The Chinese community receives letters and periodicals in its own language.

STATUS OF TEACHERS

The Director of Education is seconded from the Department of Education in New Guinea and three trained European teachers are on loan from the Victorian Education Department.

None of the 27 Nauruan teachers (1952) has any professional qualifications. They are recruited among the pupils on the island, and appointed on probation in the first instance. According to length of service and ability they may progress from student teachers through assistant and senior assistant teachers to head teachers.

Weekly teachers' meetings are held to discuss methods and problems.

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1. SUMMARY OF SCHOOL STATISTICS AS AT 30 JUNE 1952

Level of education and type of school	Institutions	Teachers	Students
Primary			
Administration schools for Nauruans	6	23	295
Administration school for Europeans	1	2	¹ 34
Mission school	1	4	² 112
Secondary			
Administration school for Nauruans	1	³ 3	42
Special			
Leper station school	1	1	4

Source. Australia. *Report to the General Assembly of the United Nations on the administration of the Territory of Nauru from 1 July 1951 to 30 June 1952*. Sydney, 1952.

Note. There were also 23 students studying overseas; 19 (of which four girls) at secondary schools in Australia, two studying theology and two studying medicine at the Central Medical School, Suva, Fiji.

1. Includes three Chinese pupils.

2. Of these pupils, 14, all girls, are enrolled in a secondary class.

3. Not including instructors of special subjects.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951/52
(in Australian pounds)

Item	Amount
Expenditure from Nauru Royalty Trust Fund	11 179
Salaries of teachers	5 596
Education materials	1 315
School buildings, new works and repairs	122
Education of Nauruans overseas	4 146
Expenditure by Department of Education from General Funds	5 673
Salaries	3 899
General expenses	1 000
Miscellaneous services	774

Source. Australia. *Report to the General Assembly of the United Nations on the administration of the Territory of Nauru from 1 July 1951 to 30 June 1952*. Sydney, 1952.

Note. Expenditure on the education of Nauruans is a charge against the Nauru Royalty Trust Fund. Expenditure on the education of Europeans, the salary of the Director of Education, and other general educational expenses are charged against administration general funds.

Official exchange rate in 1951-52: 1 Australian pound = 2.24 U.S. dollars.

3. AGE AND CLASS DISTRIBUTION OF PUPILS ATTENDING SCHOOLS AS AT 30 JUNE 1952

Class	Age															Total by grade	Median age	Percentage by grade
	Under 6	6	7	8	9	10	11	12	13	14	15	16	17	18	19			
Preparatory	111	20	6	—	1	1	1	—	—	—	—	—	—	—	—	140	.	28.9
Class I	1	17	11	8	2	—	1	—	—	—	—	—	—	—	—	40	7.2	8.3
Class II	—	2	6	9	1	—	1	—	—	—	—	—	—	—	—	19	8.2	3.9
Class III	—	—	1	11	16	8	8	6	2	—	—	—	—	—	—	52	9.9	10.7
Class IV	—	—	—	1	9	9	7	10	5	2	2	—	—	—	—	45	11.5	9.3
Class V	—	—	—	—	—	7	16	12	11	12	8	2	—	—	—	68	12.9	14.1
Class VI	—	—	—	—	—	1	2	8	14	14	8	10	4	—	—	61	14.4	12.6
Form I	—	—	—	—	—	—	—	3	7	8	6	2	3	4	1	34	14.9	7.0
Form II	—	—	—	—	—	—	—	—	—	2	10	8	5	—	—	25	16.1	5.2
Total by years	112	39	24	29	29	26	36	39	39	38	34	22	12	4	1	484	.	.
Percentage by years	23.1	8.1	5.0	6.0	6.0	5.3	7.4	8.1	8.1	7.9	7.0	4.5	2.5	0.8	0.2	.	.	.

Source. Australia, Commonwealth Office of Education.

Note. Includes Nauruan, Gilbertese and European. European number 31 pupils from under 6 to 12 years.

AUSTRIA

Total population (1951 census): 6,933,905.
Total area: 84,000 square kilometres; 32,400 square miles.
Population density: 83 per square kilometre; 214 per square mile.
Population within compulsory school age limits: 896,393 (of whom 440,936 girls).
Total enrolment: 845,232 (of whom 256 home-taught).
Enrolment of girls as percentage of total: primary, 50 per cent; secondary, 42 per cent; higher, 21 per cent.
Pupil-teacher ratio: 21.

LEGAL BASIS

In general, Austrian education is governed by Article 17 of the Fundamental Act of 21 December 1867 on the rights of citizens. This article safeguards the freedom of scientific activity and teaching; any citizen with the necessary qualifications may found a school and teach; instruction at home is subject to no restrictions; religious instruction in schools is the responsibility of the Churches or religious communities; and the State directs and controls the educational system as a whole. Specific laws in respect of education, dating from various times and periods, are not always in agreement. There are also gaps in the legal provisions and these are filled in different ways by administrative regulations.

Public and private schools exist side by side. The federal government maintains higher and secondary schools, the provincial and municipal authorities maintain kindergartens, primary, upper primary and part-time vocational schools. When private schools follow official regulations on organization and curricula, and employ only teachers with the certificate qualifying for service in public schools, they may be granted a status of equivalence (*Oeffentlichkeitsrecht*) by the Minister; this confers the right to hold examinations and grant certificates which are officially recognized.

The medium of instruction in Austrian schools is German. In the frontier regions (Carinthia and Burgenland) there are schools for minority groups. The existence of these schools is protected under Article 68 of the Treaty of St. Germain. In the public and recognized private schools religious instruction is compulsory for pupils belonging to churches and religious communities recognized by the State. Exemptions however are granted on request.

School programmes in force before the national socialist régime were re-established in 1945. They have since been modified by an ordinance of the Federal Ministry of Education (3 December 1945) and by various complementary regulations, in order to meet the demands of modern educational theory and the present political and cultural state of the country.

National income in 1950: 37,088 million schillings; in 1951: 50,174 million schillings.

Official exchange rate: 1 Austrian schilling = 0.04653 U.S. dollars.

Prepared by the Federal Ministry of Education and the Austrian Institute of Statistics in January 1953.

ADMINISTRATION

The Federal Ministry of Education exercises general control and supervision over the educational system. A number of establishments for specialized training depend on other ministries—agricultural and forestry schools on the Federal Ministry of Agriculture and Forestry, schools of midwifery and nursing on the Ministry of Social Welfare.

The Federal Ministry of Education is charged with the following functions in particular: to draft bills for school laws; promulgate decrees fixing programmes and decrees applying the laws in force; approve textbooks; and, in respect of institutions of higher education, to act in all matters that are outside the competence of the university authorities.

In each of the nine provinces of the Federal Republic the *Landesschulrat* (Provincial Board of Education) controls and supervises secondary education. Primary, upper primary and special schools and kindergartens depend, in each area of local government, on the *Bezirksschulrat* (district board of education), which in turn is subordinate to the *Landesschulrat*.

Inspectors ensure the supervision of teaching in both public and private secondary and primary schools. They are *ex officio* members of provincial and district school boards.

FINANCE

The cost of administration and school inspection and the salaries of teachers in all public schools are borne by the federal government. Expenditure on the construction, equipment and maintenance of buildings is met by the federal State for institutions of higher education and most secondary schools; municipalities and provinces are responsible for the public primary schools.

Primary education is free. In secondary schools an annual fee amounting to 90 schillings is charged; however, reductions or exemptions are possible for pupils whose family circumstances warrant such measures.

In private schools the costs of maintenance and of the teachers' salaries have to be met by the body running the

school—generally the churches or religious communities recognized by the State. Occasionally an official grant is made to a private school, corresponding to the salary of a specific teacher.

ORGANIZATION

Pre-school Education

The structure and functions of the kindergarten are defined in an ordinance (*Kindergartenverordnung*) of 1872 and in Article 10 of the revised Act on Primary Education (*Reichsvolksschulgesetz*) of 1883. At the present time these institutions fall into three categories: ordinary kindergartens which may be open all day or half day and which are sometimes established for a particular season of the year, e.g. harvest time; special kindergartens for retarded or physically handicapped children; and training kindergartens, established by the federal authorities and attached to certain types of secondary school to provide an opportunity of practical work with young children for girls training to be kindergarten teachers. Attendance at kindergarten is optional for children who have turned three but have not reached primary school age.

The functions of the kindergarten are to complete

education provided by the family and to take whatever measures are necessary to ensure the child's healthy physical and mental development. The organizations controlling the kindergartens are responsible for equipment and maintenance and the headmistress (*Leiterin*) for educational matters. Kindergartens are inspected by the educational authorities. Where there is a need for them, particularly in industrial regions, creches and day nurseries are attached to the kindergartens; the day nurseries are of two kinds: *Krabbelstuben*, which receive children up to 3 years of age and *Horte*, for young children of school age. Kindergarten teachers receive a two-year course of training at special schools (*Bildungsanstalten für Kindergärtnerinnen und Horterzieherinnen*).

Primary Education

The whole educational system is based on the primary schools (*Volksschulen*). The basic legislation is the Act (*Reichsvolksschulgesetz*) of 14 May 1869, as amended on 2 May 1883.

In all municipalities throughout Austria the public primary schools (*Volksschulen*) provide free schooling for all children, without distinction of nationality. The period of compulsory attendance begins at the age of 6 and lasts eight years. Article 1 of the Act of 1869 stipulates

GLOSSARY

Berufsschule für Lehrlinge: part-time vocational training school providing 8 to 10 hours per week of compulsory supplementary schooling for apprentices in trades and commerce.

Bildungsanstalt für Arbeitslehrerinnen: specialized teacher-training school for women teachers of needlework and sewing.

Bildungsanstalt für Gewerbelehrerinnen/ Bildungsanstalt für Hauswirtschaftslehrerinnen: specialized teacher-training schools for women teachers of home economics and manual crafts for women.

Bildungsanstalt für Kindergärtnerinnen und Horterzieherinnen: specialized teacher-training school for pre-primary teachers.

1-4 jährige Fachschulen: full-time vocational training schools, each institution preparing for one particular trade.

Frauenoberschule: general secondary school for girls with a curriculum including modern languages and emphasizing subjects pertaining to feminine interests.

Gymnasium: general secondary school with obligatory study of Latin and Greek.

Handelsakademie: vocational secondary school of commerce.

Handelsschule: vocational secondary school of commerce.

Hauptschule: upper primary school.

Haushaltungsschule, Hauswirtschaftsschule: vocational training school of home economics.

höhere Abteilungen der technischen und gewerblichen Lehranstalten: vocational training schools each specializing in the teaching of a group of related trades or occupations.

höhere land- und forstwirtschaftliche Lehranstalten: vocational training schools of agriculture and forestry.

Kindergarten: pre-primary school.

Lehranstalt für gewerbliche Frauenberufe: vocational training school for women's occupations.

Lehranstalt für hauswirtschaftliche Frauenberufe: vocational secondary school of home economics.

Lehranstalt für soziale Frauenberufe: vocational training school for women social welfare workers.

Lehrerbildungsanstalt: teacher-training school.

Niedere land- und forstwirtschaftliche Lehranstalten: vocational training schools of agriculture and forestry.

Realgymnasium: general secondary school with obligatory study of Latin and one modern language.

Realschule: general secondary school with obligatory study of two modern languages.

Volksschule: public primary school.

HIGHER EDUCATION

A. *Katholische Theologie*: faculty of Catholic theology.

B. *Evangelische Theologie*: faculty of Protestant theology.

C. *Rechts- und Staatswissenschaft*: law and political science.

D. *Medizin*: medicine.

E. *Philosophie und Pharmasie*: philosophy (arts and sciences) and pharmacy.

F. *Technische Hochschule*: technical college.

G. *Hochschule für Bodenkultur*: agricultural college.

H. *Montanistische Hochschule*: mining college.

I. *Tierärztliche Hochschule*: college of veterinary science.

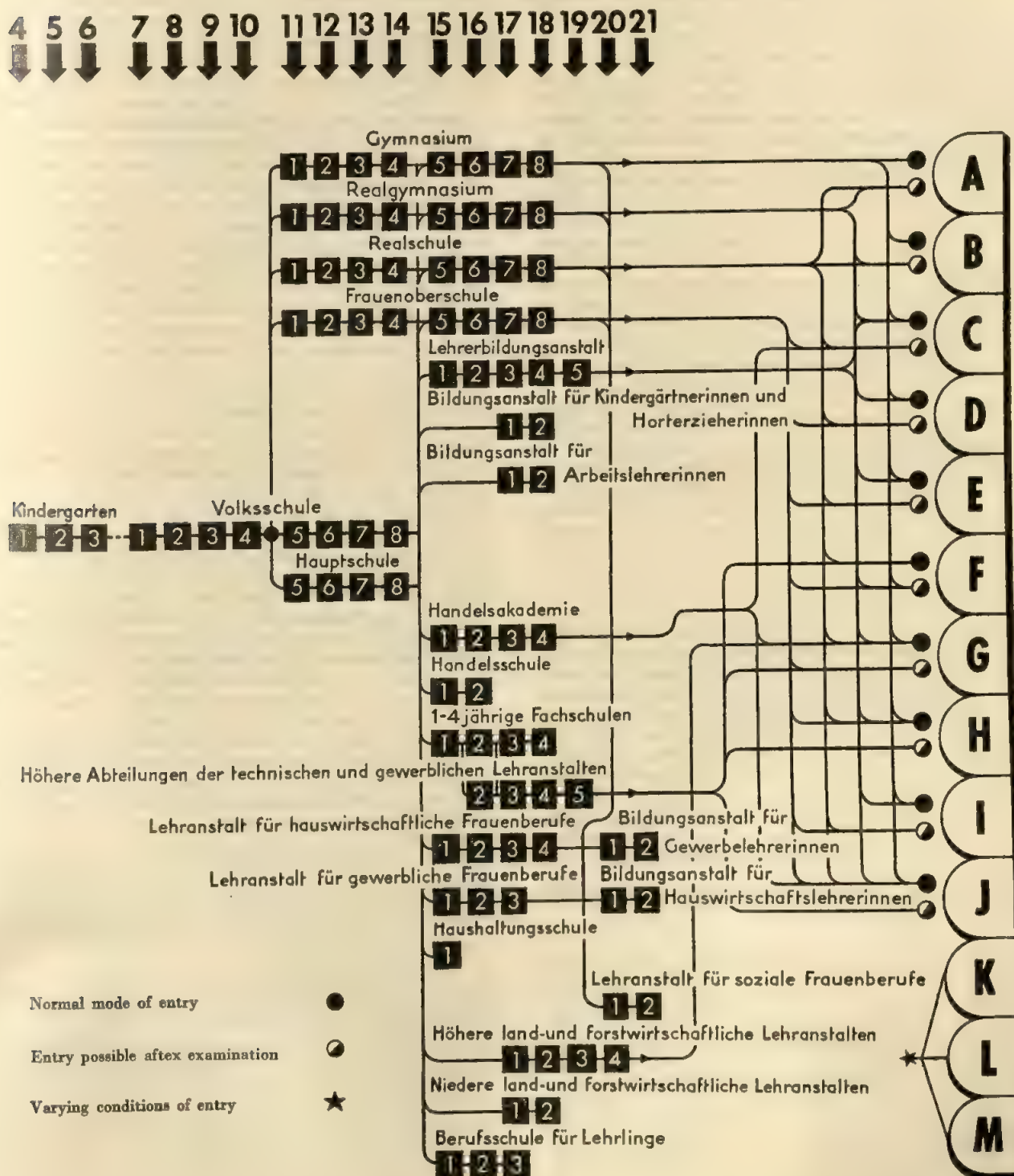
J. *Hochschule für Welthandel*: college of higher commercial studies.

K. *Akademie für bildende Kunst*: academy of fine arts.

L. *Akademie für angewandte Kunst*: academy of applied arts.

M. *Akademie für Musik und darstellende Kunst*: academy of music and dramatic art.

DIAGRAM



'The role of the *Volksschule* is to bring children up in a religious and moral spirit, to develop their intelligence, to equip them with the basic knowledge and skills necessary in life, and to prepare them to become useful members of the community.'

Pupils attend either an eight-year *Volksschule* (this is usually the case in smaller localities) or a four-year *Volksschule*, from which they go to the four-year *Hauptschule* or higher primary school (in the bigger municipalities and more thickly populated industrial regions). A third possibility is for them to transfer to a secondary school on the successful completion of the first four years of primary studies. The *Hauptschule*, which takes pupils from the fourth class of the *Volksschule*, itself has four classes and constitutes the highest organizational form of the public primary school. 'The role of the *Hauptschule* is to continue and complete the education provided by the lower cycle of primary studies and to prepare its pupils to take their place in everyday life or to enter vocational schools. In addition, it should provide the more able pupils with the possibility of transferring to secondary schools.' Pupils at a *Hauptschule* are sometimes divided into two groups, the more gifted being given a course which includes the compulsory study of one modern language.

Schools for children suffering from physical or mental disability (blind, deaf-and-dumb, backward, retarded) are classed as special schools. In general they attempt to provide their pupils with the equivalent of a primary education.

Secondary Education

The function of the secondary schools is either to carry to a higher stage the general education given by the primary schools or to provide more advanced vocational training. As a general rule, too, they prepare pupils for higher education. There are hence two main categories, the so-called middle schools (*Mittelschulen*), which are secondary general schools, and the secondary vocational schools, with various types of school within each of these two categories.

The content of secondary education is determined by the new curricula established in 1946, and by various individual decrees of the Ministry of Education.

Secondary General Schools ('Middle' Schools or *Mittelschulen*)

These schools all offer an eight-year course divided into a lower and upper cycle of four years each. Minimum requirements for entry to a *Mittelschule* are four years of primary education and the passing of an entrance examination. Under certain conditions a pupil may transfer from a *Hauptschule* to a *Mittelschule*. There are several kinds of secondary general schools. The *Gymnasium* emphasizes the study of classical languages (Latin and Greek) but includes in its curriculum sciences and one foreign language. While giving more attention to science, the *Realgymnasium* also offers Latin and a modern language. The course offered by the *Realschule* includes two modern languages (in exceptional cases there is

provision for Latin and one foreign language) and puts considerable emphasis on science. The *Frauenoberschule* (secondary school for girls) provides education in subjects pertaining to women's interests together with foreign languages and science. All these types of school include in their curricula music, art and physical education. There are also two special kinds of secondary general school: the *Arbeitermittelschule*, a secondary school for workers, and the *Aufbaumittelschule*, post-primary continuation school. The *Arbeitermittelschule* enrolls pupils of either sex, of 17 years and over, who have completed their period of compulsory schooling and taken up some trade or occupation. The course lasts nine semesters and classes are mostly in the evenings. The *Aufbaumittelschule* is intended for capable pupils who are not able to begin secondary education until the end of their period of compulsory schooling. It offers a five-year course of general education leading to university studies. Certain *Realgymnasien*, known as *Bundeserziehungsanstalten* (Federal educational institutions), have a boarding establishment financed by the State.

Secondary Vocational Schools

Teachers' training schools. Teacher training is closely associated with the primary school system and both are governed by the Act of 1869.

The teacher-training schools receive pupils who have turned 14, who have successfully completed their period of compulsory schooling and who have passed an entrance examination and an aptitude test. The course lasts five years, practical work being carried out in practice schools and kindergartens attached to the teacher-training establishments. On passing the final examination (*Reifeprüfung für das Lehramt an Volksschulen*) the student is eligible for appointment as a probationary teacher in a *Volksschule*. As the new curriculum adopted in 1951 includes Latin and a foreign language, the teacher trainees can undertake higher education courses just like a student coming from a *Realgymnasium*. After at least two years' teaching experience the trainees sit for the ordinary primary school teacher's qualifying certificate (*Lehrbefähigungsprüfung für Volksschulen*), which entitles them to apply for a definitive position. After teaching another year and passing a further examination they are eligible for appointment to the staff of an upper primary school or *Hauptschule*. Teachers wishing to take up work in special schools receive supplementary training adapted to this type of school.

Technical and industrial schools. These schools give courses in technical subjects and prepare their pupils for entry into related occupations. This kind of education must adapt itself to the practice of each kind of trade and therefore schools vary accordingly, although all follow the general principles laid down in the so-called 'Ischl Programme' of 1946.

In this category some establishments train qualified technicians, others skilled workers in the various trades. In the former case the so-called 'higher departments' (*Höhere Abteilungen*) give five-year courses leading to a diploma which opens the way to higher technical education.

After four years' practical experience in his given occupation, the holder of this diploma is eligible to receive the legally recognized title of engineer.

To enter the technical and industrial schools a pupil must be at least 14, must have completed the upper cycle of primary or the lower cycle of secondary studies and passed a psychological test for aptitude. All technical and industrial schools have important workshops and are run like model factories or plants in their respective fields. By Austrian law the time spent in schools of this category counts as time served for apprenticeship, the detailed conditions varying in the different trades.

Associated with the technical and industrial schools are many schools where journeymen study for their master-craftsman's diploma (*Meisterschulen*), schools where workmen may complete their training (*Werkmeisterschulen*) and winter courses enabling workers in the building trades to improve their job qualifications.

Vocational schools for girls. These include various types of home economics schools, with courses varying from one to four years. The four-year course prepares girls to take responsible administrative posts in boarding establishments, homes, etc. There are also schools which offer two- or three-year courses in women's occupations, particularly those branches of the textile industry connected with the manufacture of women's clothing. Girls wishing to enter any of the above-mentioned vocational schools must have completed their period of compulsory education and, where specialized trade training is concerned, must have passed a psychological aptitude test.

Candidates wishing to train as teachers in home economics schools or girls' occupational schools must themselves be graduates of one or other of these two types of school and have had practical experience. They receive a two-year professional and general course to equip them to teach their own special subject.

Schools for social welfare workers. These schools offer two-year courses in the different specialized activities in the field of social welfare. Candidates must have a secondary education and pass an entrance examination.

Secondary commercial schools. The importance of this type of school is attested by the fact that a decree dated 26 September 1848 first laid down the organization and curriculum of the *Gremialhandelsschule des Wiener Kaufmannsstandes*. New syllabuses were brought out in 1952. The commercial school (*Handelsschule*) takes pupils who have turned 14 and who have completed their period of compulsory schooling. It offers a two-year course in general commercial practice. The commercial college (*Handelsakademie*) takes pupils who have completed the lower cycle of secondary studies or the upper primary school and offers them all-round commercial education at upper secondary level. Pupils who complete the course and pass the final examination may undertake higher commercial studies and under certain conditions enter the corresponding specialized institutions of higher education at university level. The time spent in a commercial school counts towards the serving of apprenticeship or articles.

Further Vocational Education

The part-time vocational schools. Apprentices are obliged by law to attend a part-time vocational school (*Berufsschule*) during their period of apprenticeship (about three years) and to carry out nine hours per week of class work. These schools are of three types: some teach certain skilled trades and, where there is a sufficient number of pupils, are equipped with workshops; others cater for young workers in commerce; the third group specialize in home economics. In certain trades the weekly lessons spread over the year are replaced by a seven or eight weeks' course in a residential school.

Higher Education.

Austria has universities in Vienna, Graz and Innsbruck, technical institutes in Vienna and Graz and a school of mines in Leoben. In Vienna, there are also an agricultural institute, an institute for veterinary science and an institute of higher commercial studies. The independent Faculty of Catholic Theology at Salzburg counts as an institute of higher education.

The universities at Graz and Innsbruck have four faculties: Catholic theology, law and political science, medicine and philosophy. The University of Vienna has in addition a Faculty of Protestant Theology. The technical institutes are divided into departments, which are termed faculties. The agricultural institute and the school of mines also have departments.

In the field of art and music education, Vienna has an academy of fine arts, an academy of applied arts, and an academy of music and dramatic art; and Salzburg the Mozarteum or academy of music and drama. Under the terms of the Act of 1948 (*Kunstakademiegesetz*), the Viennese academies of applied arts and of music provide education at both secondary and higher level.

Students wishing to enrol at an institution of higher education must have passed the secondary school matriculation examination (*Reifeprüfung*). Courses last on the average three, four or five years according to the field of study, and lead to a diploma, after a State examination, or the degree of doctor, after examinations and the presentation of a thesis.

Institutions of higher education have a large measure of autonomy. At the head of each establishment there is a rector, elected for a term of one year from among members of the professional staff. Similarly the professors of each faculty elect a dean who serves for the same term. On the other hand, the academies of music and dramatic art and the academy of applied arts each have a president appointed by the State.

The basic principle of higher education in Austria finds legal expression in the preamble to Article 17 of the Fundamental Act of 21 December 1867 on the Rights of Citizens, which proclaims the freedom of scientific activity. The autonomy of the universities is guaranteed by the Act (*Organisationsgesetz*) of 27 April 1873, with addendum, 1922. There are separate ordinances covering the actual teaching in the various subject fields.

ADULT EDUCATION

No complete statistics are available for the courses and establishments which are covered by the general term of 'adult education agencies' (*Volksbildungswesen*). The Federal Ministry of Education encourages and advises the various cultural and educational associations active in this field by means of provincial councillors for adult education (*Volksbildungsreferenten*). Principals and teachers in establishments of adult education are either certificated teachers or specialists in the subject taught, with the necessary aptitude for teaching. Based as it is on the cultural, economic, political and social conditions of the country, the Austrian adult education movement offers all citizens, regardless of class or occupation, the opportunity to extend or complete their knowledge and thus to take full part in the cultural life of the nation.

Recognizing the educational value of extra-curricular activities which interest young people, the Federal Ministry of Education has established a youth section and an extra-curricular sports section; these co-operate with youth organizations, encourage cultural and sporting activities both morally and materially, and ensure contact with other official services which are concerned with young people (social welfare, children's courts, vocational guidance).

EDUCATION AND STATUS OF TEACHERS

The training of teachers varies with the type of school for which they are being prepared.

Kindergarten teachers follow a two-year course in special institutions which accept girls of 16 years and over with a primary school education. Teachers for primary, upper primary and special schools graduate from the teacher training schools described above. Instruction is given partly by professors and partly by competent experienced primary school teachers.

Intending teachers for general or commercial secondary schools have first to take the course in their special field in an institution of higher education (18 to 22 years of age). At the end of the course they take the *Wissenschaftliche Prüfung für das Lehramt* (or scientific examination for teaching aptitude) in a particular subject, and then spend one year as student teachers in a secondary school. Upon completing this they are certificated.

The staff of secondary vocational schools comprises both certificated teachers and specialists with practical experience of the trades taught.

The *venia legendi* (permission to teach in an institution of higher education) is granted by each faculty on the basis of the candidate's scientific work—principally, presenting a written work (thesis of habilitation) and giving a lecture in front of all professors of the faculty. The decision of the faculty has to be ratified by the Federal Ministry of Education. University professors are nominated by the President of the Federal Republic on the proposal of the Ministry of Education, which has to respect the proposals put forward by the college of professors of the faculty.

University and secondary school teachers are members of the civil service of the Federal Republic; the staff of primary, upper primary, special and post-time professional schools and kindergartens are employed by the provincial authorities.

SCHOOL WELFARE SERVICES

Pupils in general are subject to medical inspection and pay annual visits to the doctor throughout their stay at school. The doctor informs parents of cases of bad health and sees that the necessary preventive measures are taken.

Physical education is compulsory in all schools up to the age of 14, or at times to 18 years. Instructors for primary and secondary school are trained separately.

TRENDS AND PROBLEMS

It is intended to prolong the period of compulsory education from eight years to nine; to extend the course in teacher training schools to six years; and to make attendance at the part-time vocational school (*Berufsschule*) obligatory for all young people in employment. The authorities responsible for school administration and inspection are attempting to reform the rural school by adapting it to present needs; to develop educational work in the kindergartens; and to create new special and vocational schools. New teaching methods, derived from modern psychology, are being developed in the experimental schools and model primary schools.

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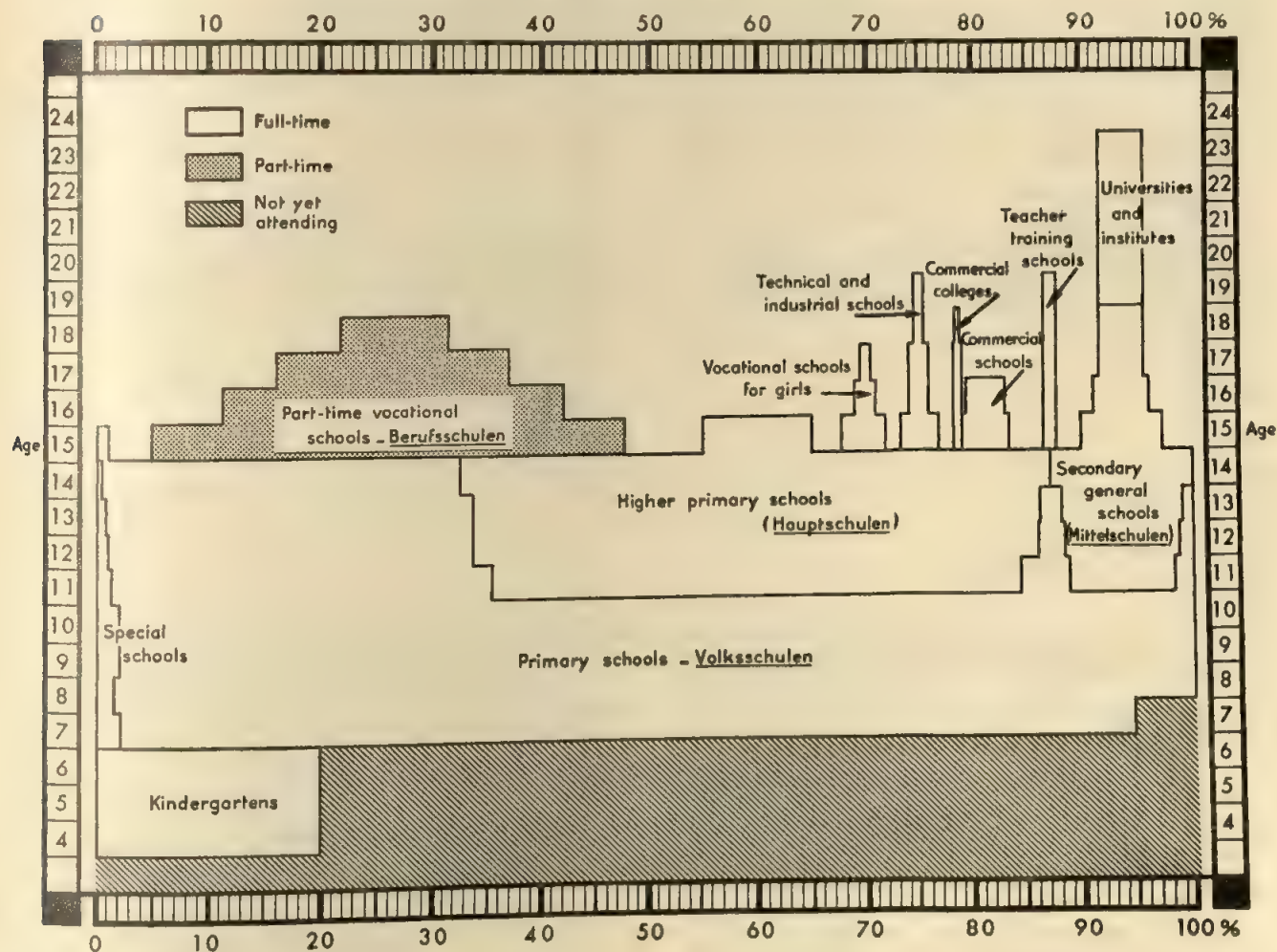
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PERCENTAGE OF THE POPULATION
ATTENDING EDUCATIONAL ESTABLISHMENTS ON 15 OCTOBER 1952



From : Bundesministerium für Unterricht unter Mitwirkung des Österreichischen Statistischen Zentralamtes. *Zahlenmäßige Darstellung des Schulwesens in Österreich : Schuljahr 1952/53.* Wien, 1953, p. 14.

1. SUMMARY OF SCHOOL STATISTICS, 1952/53

Level of education and type of school	Institutions	Teachers		Pupils enrolled	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	670			40 440	20 039
Kindergartens, private	497	2 349	2 349	25 914	12 841
Primary					
<i>Public</i>					
Primary schools	4 320	1 23 774	...	571 806	278 416
Higher primary schools	685	1 11 044	...	231 155	113 893
<i>Private</i>					
Primary schools	97	1 656	...	15 212	11 849
Higher primary schools	68	1 750	...	12 203	10 227
Secondary					
<i>General</i>					
Secondary schools, public	138	4 048	...	60 197	20 789
Secondary schools, private	32	...	...	6 994	3 343
<i>Vocational</i>					
Commercial schools, public	12	692	281	2 797	1 833
Commercial schools, private	42			6 759	4 749
Technical and industrial schools, public	26			8 833	448
Technical and industrial schools, private	6	1 305	55	277	26
Vocational schools for girls, public	12			3 899	3 899
Vocational schools for girls, private	64	1 249	1 062	3 844	3 844
Schools for social workers, private	3	54	...	102	102
Part-time vocational schools	365	3 484	...	86 325	...
<i>Teacher training</i>					
Training schools, public	14			2 409	1 136
Training schools, private	14	532	214	1 440	1 089
Other schools ^a	23	104	89	589	589
Higher					
Universities	4			11 403	2 941
Other higher schools	9	2 974	...	9 353	1 345
Special					
Schools for handicapped children					
Public	80	1 938	...	12 917	5 170
Private	8	1 46	...	549	306

Source. Österreich. Bundesministerium für Unterricht unter Mitwirkung des Österreichischen Statistischen Zentralamtes. *Zahlenmäßige Darstellung des Schulwesens in Österreich, Schuljahr 1952/53*. Wien, 1953.

1. Including teachers of religion, handicrafts and other special subjects. 3. Including honorary professors, lecturers, assistants, etc.
 2. Training schools for kindergarten personnel and handicraft teachers.

2. CLASS DISTRIBUTION OF ENROLMENT IN PUBLIC AND PRIVATE PRIMARY SCHOOLS, 1952/53

Year of school course	Enrolment	Year of school course	Enrolment
Total	843 842		
1	96 733	5	119 705
2	94 582	6	122 452
3	118 127	7	103 321
4	121 581	8	66 950
		9	391

Source. Österreich. Bundesministerium für Unterricht unter Mitwirkung des Österreichischen Statistischen Zentralamtes. *Zahlenmäßige Darstellung des Schulwesens in Österreich, Schuljahr 1952/53*. Wien, 1953.

3. HIGHER EDUCATION, 1951/52

Faculty	Number of faculties	Students enrolled	
		Total	F.
Universities	15	12 939	3 488
Law (including political sciences)	3	3 880	537
Political sciences	.	(656)	(78)
Medicine	3	3 234	798
Philosophy (including pharmacy)	4	5 153	2 131
Pharmacy	.	(689)	(415)
Theology	5	672	22
Other institutes of university level	18	9 781	1 283
Institutes of technology	9	4 634	125
Institute of agriculture	5	743	53
Institute of mining and metallurgy	4	448	3
Institute of veterinary science	.	439	14
Institute of commerce	.	1 699	294
Academy of fine arts	.	388	82
Academy of applied arts	.	327	155
Academy of music	.	1 103	557

Source. Österreich. Bundesministerium für Unterricht unter Mitwirkung des Österreichischen Statistischen Zentralamtes. *Zahlenmäßige Darstellung des Schulwesens in Österreich, Schuljahr 1951/52*. Wien, 1952.

4. PUBLIC EXPENDITURE ON EDUCATION, 1952 (in schillings)

Item	Amount
General administration, inspection, etc.	16 900 000
Primary education (lower and upper)	720 105 000
General secondary schools	142 764 000
Vocational schools	87 956 000
Trade schools (part-time)	38 925 000
Teacher training	16 834 000
Higher education	154 762 000
Special education	4 329 000
Post school and adult education	1 857 000
Other ¹	33 762 000

Source. Österreichisches Statistisches Zentralamt.

Note. The figures represent only the expenses met by the Ministry of Education. In addition, 14,719,000 schillings were spent on agriculture and forestry schools; 259,675,000 schillings were paid out in pensions to retired primary, secondary and vocational school teachers; 18,926,000 schillings were spent on the construction and reconstruction of federal schools. The expenditure of provincial and local district authorities, which totalled 572,000,000 schillings in 1951, is not included.

Official rate of exchange in 1952: selling, effective, 1 schilling = 0.04653 U.S. dollars; selling, premium, 1 schilling = 0.03827 U.S. dollars.

1. Scientific and cultural institutions (National Library, Central Office of Meteorology and Geodynamics, Federal Office of Geology, etc.), research bodies (Academy of Science, Austrian Cultural Institute in Rome, etc.), sports organizations, etc.

BELGIUM

Total population (1951 midyear estimate): 8,678,000.
 Total area: 31,000 square kilometres; 12,000 square miles.
 Population density: 280 per square kilometre; 723 per square mile.
 Total enrolment within compulsory school age (1951): 777,367.
 Enrolment of girls as percentage of total: 50 per cent in primary schools.
 Pupil-teacher ratio: 21 in primary schools.
 Illiteracy rate (population 7 years of age and over): 3 per cent.

LEGAL BASIS

Article 17 of the Belgian Constitution declares that education is free and prohibits any act which may obstruct its progress; offences in this regard are to be punished by law. Public instruction given at the expense of the State is also to be regulated by law.

School organization is not governed by a single, comprehensive body of legislation; it has evolved to suit various periods, circumstances and needs.

National income (1951): 296,000 million Belgian francs.
 Public expenditure on education (1952 Ministry of Education Budget): 7,200 million Belgian francs.

Official exchange rate: 1 Belgian franc = 0.02 U.S. dollar.

Revised by the Ministry of Public Education, Brussels, in July 1953.

For pre-school education the first programme was included in the circular of 18 September 1880, but legislation in this field was begun only in 1918. By a ministerial decree of 2 October 1950 the model programme of 14 June 1927 was replaced by the 'Plan for educative activities in the *école gardienne*'.

The last organizing Act for primary education dates from 19 May 1914. The provisions of the Act were co-ordinated by a royal decree of 25 October 1921 and since then amendments of detail have been passed at various times.

Secondary education is governed by the Act of 1 June 1850, as amended by Acts of 15 June 1881, 6 February 1887 and 14 August 1947. The decree of 10 July 1933 defines the status of technical schools and their teachers. It will be replaced by a new organizing Bill which was approved by the Chamber in July 1953 and which has been submitted to the Senate.

The main statute for teacher training is laid down in the organizing Act of 23 July 1952. Various royal decrees cover the detailed application of this Act. The decree of 7 May 1926, revised on 21 March 1928, provides for the training of kindergarten and nursery school teachers. The decree of 7 May 1926, revised on 29 August 1929, defines the organization of teacher-training schools for primary teachers. The law governing secondary teacher training dates from 28 October 1927, and a reform is now being prepared.

In the field of higher education the first organizing Act was passed on 27 September 1835, the second on 15 July 1849, and the last in April 1953. The post of administrator-inspector has been suppressed, and is replaced by a government commissioner. This gives a certain amount of autonomy to the State university.

ADMINISTRATION

As a result of article 17 of the constitution, two types of school have evolved: public, which depend on the State, the provinces or the local authorities; and private, administered by groups or private persons. In practice private education is largely organized by the religious authorities. These two types of education, public and private, exist at all levels: nursery school, primary, secondary, teacher training, vocational, special, higher.

In regard to centralization, it may be remarked that on the whole the Ministry of Public Education¹ exerts a preponderant influence on organization, administration and the programmes of all education. Since many of the private schools, according to their level, wish to obtain State subsidies or to grant recognized diplomas, they usually adopt official programmes and add or suppress various optional courses.

Practically the whole of the country falls into one or the other of the two main linguistic divisions²—Flemish and French—and these determine the first language for instructional purposes.

The State is responsible for the salaries of all teachers in nursery, primary and teacher-training schools, whether public or private, provided the schools fall under the control of the ministry. The salaries of teachers in vocational schools are also met by the State—in full for public schools, in part for recognized private schools. For secondary and higher education the State pays the salaries of teachers in public institutions only. However, subventions are made to the Free University of Brussels and the Catholic University of Louvain. A recent Act, of 13 July

1951, allows for the payment of grants to private secondary schools which fulfil certain conditions relating mainly to standards. Schools receiving these grants have to apply the funds partly to the teachers and partly to the pupils.

Special inspectresses supervise nursery schools and kindergartens. Cantonal and chief inspectors appointed by the Ministry of Public Education inspect primary schools run by local authorities and private schools aided by the State. These inspectors were recently made responsible also for the inspection of preparatory sections attached to secondary schools, carrying out this work under the direction of the chief inspectors for preparatory sections in State schools. State inspectors supervise public and recognized private vocational schools; and all teacher-training schools, public and private, which grant legal diplomas are also subject to State inspection. A separate body of inspectors has charge of public secondary schools, and some of the members have charge of the teacher-training schools. Private secondary schools and higher education are not inspected by the State. Apart from State inspection, private educational agencies have their own inspectorates and in certain large urban areas there is a municipal inspectorate concerned with several levels of education.

In general, equipment, buildings and the expenses of their upkeep are the responsibility of the controlling body—the State, province, local authority or private body as the case may be.

Scholastic supplies have to be paid for by parents. However, in infant and primary schools these supplies, wholly or in part, are provided free by the local authority or the organizing body. This happens also in some technical schools.

Many of the other schools have committees, clubs or associations for the purpose of the free issue—or the loan or sale at reduced rates—of books and the standard items that pupils need.

ORGANIZATION

Pre-school Education

This type of education, termed *gardien* or *froebelian*, comprises the kindergartens, and attendance is not obligatory.

At this level—3 to 6 years of age—the main concern is with rearing rather than instruction. The nursery schools aim to inculcate the habits of observation, initiative and discipline. By using active methods they develop the senses and exercise the faculties which will be directly useful at the beginning of the primary school.

Primary Education

Free primary school facilities exist in all communities, a natural consequence of compulsory education.

The curriculum now in force dates from 1936. It is inspired by contemporary educational thought, with particular features from Decroly's pedagogy; among other elements one finds the study of environment, use of centres of interest, global method of reading, individual

1. A number of educational institutions depend also on other Ministries—justice (reform schools), defence (cadet school, royal military college, staff college), agriculture (continuation and seasonal courses), colonies (University Institute for Overseas Territories).
2. The Brussels region (about one million inhabitants) is bilingual.

and group work, activity, self-government by the pupils, and so on.

The primary course usually comprises six years of study. When in 1914 the school-leaving age was raised to 14 years,¹ two additional classes were created, termed the fourth stage (*quatrième degré*); these were specially intended for pupils who did not expect to continue to the secondary school. The law allows local authorities to adapt this fourth stage teaching to local needs, so that the programmes are extremely varied. At present the usefulness of the fourth stage is under debate, since it has been progressively absorbed into different types of secondary and vocational schools.

Secondary Education

This is termed *l'enseignement moyen* in Belgium, and two main types of school are found.

The intermediate schools. The *écoles moyennes* have a course of three years (age group 12-15) at lower secondary level, termed *l'enseignement moyen du degré inférieur*.

On completing the primary course pupils who go to intermediate schools usually have a choice between two or three alternative courses of study: the general section; the classical section; the prevocational or applied section which offers a direction to those with technical aptitudes. At times a pre-agricultural section is found. In mixed schools and girls' schools there is also a domestic section for training in home economics.

The first year of study is almost identical for all these sections and subsequent transfers between them are thus easy. There are also various possibilities within the intermediate school pattern to enable pupils to prepare for further studies.

The secondary schools. What is termed *l'enseignement moyen du degré supérieur* is provided for boys in the *athénées* and for girls in the *lycées*.

The course of study lasts six years, of which the first three years correspond to those of the intermediate school. The main divisions within these schools are: the 'Latin section' which, from the fourth year on subdivides into the Latin-Greek and the Latin-mathematical groups; since 1947 another group, Latin-science, has been added; the 'modern section' also divides in the fourth year into scientific and commercial groups. During the first three years pupils may freely change sections.

On completing the six-year course, termed humanities, pupils may enrol for higher education.

Vocational Education

The system is extremely complex because schools have been set up throughout the country to serve local needs—the demands of industry and the requirements of artisans and technicians for high qualifications.

A large number of schools are included under this heading. In general, their aim is to provide vocational training for future workers in industry and commerce,

in the crafts, applied arts, agriculture, social services, home sciences, women's crafts (dressmaking) and so on. The pattern of vocational education is therefore extremely varied for the different vocations or crafts and in the general educational and technical content which the studies require.

As a rule the course, at a secondary level, comprises six years of study falling into two stages, either four and two or three and three years respectively. Teacher-training institutions for girls provide a further course of two years. Higher technical education follows upon the secondary course with a further three years of study.

Within the complex system four main general divisions may be distinguished:

Day courses. The lessons and practical periods take place by day in the training of specialists for most of the trades and crafts. This type comprises the higher and secondary vocational schools, apprenticeship workshops, schools of decorative arts and applied arts, and so on.

Evening and Sunday courses. These are designed for adolescents and even for adults who work by day and wish to improve and complete their vocational skills. In this group fall the industrial schools—higher, middle and primary—some vocational schools, schools of decorative and applied arts, and so on.

Vocational training for girls. Professional training and courses in home economics may be distinguished. The professional schools require three, four, six or eight years of study.

Teacher-training colleges and courses for training teachers of technical subjects: they consist of two further years of study, devoted to theory and practice of teaching, after completion of the vocational secondary school course.

From another point of view, the grading of schools in the vocational education system gives this classification:

1. Higher vocational schools open to those who have completed a secondary course.
2. Secondary vocational schools, at either the higher (15-18 years) or the lower (12-15 years) level.

This pattern exists for both day and evening schools. The same is true for girls' education, but several specialized schools—for domestic science, social services, nursing and midwifery—must be added.

For pupils intending to take up agriculture and horticulture there are vocational schools at each level, and also schools of rural domestic science.

The tendency today is to co-ordinate technical education, to standardize it in terms of methods and localities, while adapting it to the economy of the region and the needs of industry and commerce. An attempt is also being made to improve teacher training.

Higher Education

Although the higher vocational schools, the royal academies of fine arts, the royal conservatories of music and the middle training colleges for teachers provide higher education, they do not grant university degrees. Apart from the universities there are, however, a few specialized insti-

1. After the summer vacation in 1954, the school-leaving age is to be raised to 15 years.

tutions—the State institutes of agronomy (Ghent and Gembloux), the Higher Textile School (Verviers), etc.—which grant degrees of university status. In any case, only the four universities, of Brussels, Ghent, Liège and Louvain, confer the doctorate.¹

At the universities, the courses lead to scientific research and the liberal professions by two stages: the first, termed *candidature* (usually of two years) is a period of general or indirect preparation for specialization; the second or specialized stage leads to the degrees of licentiate (*licencié*), of doctor, engineer, pharmacist, etc. The universities generally have faculties of philosophy and letters, science, medicine, law, applied science, social science and have attached higher schools and institutes, together with associated schools and institutes of higher learning.

Teacher Education

Courses are designed to provide general education as well as professional training. There are three types of training institution.

1. Mention should however be made of the regent's decree of 17 December 1949, permitting the State agronomic institutes of Ghent and Gembloux to confer a doctorate in agronomic science.

Écoles normales gardiennes are training schools for kindergarten and nursery school teachers; the course lasts three years (from 15 to 18 years of age); and the entrance examination is open to those who have an excellent upper primary school (*quatrième degré*) record or who have completed the intermediate school course. The programme of these schools was set up by the ministerial decree of 7 May 1926, amended by that of 21 March 1928.

Écoles normales primaires train men and women teachers of primary schools; the course lasts four years (from 15 to 19 years of age) after an entrance examination.

Écoles normales moyennes prepare the future teachers of lower secondary schools (*régents or professeurs*); the course lasts two years (from 18 to 20 years of age) after completion of secondary school or after the primary teacher-training course. Students who pass the entrance examination choose one of these groups of subjects: literature, science, Germanic languages, physical education.

The curriculum was fixed in October 1927; various amendments have been introduced, the latest dating from 12 September 1939. The present system is being re-organized.

Apart from this system, a number of teacher-training

GLOSSARY

NOTE. The accompanying diagram does not show the individual faculties and institutes of the Belgian universities. The general secondary schools (*athénées, lycées, collèges*) have classical and modern streams (*humanités classiques* and *humanités modernes*) the former leading to all faculties. Students who take the modern course do not qualify for the faculties of law, arts (*philosophie et lettres*), science (except mathematics and physics) medicine or veterinary medicine.

In view of the complex structure of vocational education in Belgium all these schools (industry, trade, commerce, agriculture, home economics, arts and crafts, etc.) have been grouped together and presented in the diagram as lower and upper vocational secondary schools (*école technique secondaire du degré inférieur* and *école technique secondaire du degré supérieur*).

académie royale des beaux-arts: vocational training school of fine arts.

athénée: State general secondary school for boys.

collège: private general secondary school for either sex.

conservatoire royal de musique: vocational training school of music.

école, académie et conservatoire de musique: vocational training schools of music receiving pupils from the age of 8.

école gardiennes: pre-primary school.

école moyenne: lower secondary school offering both general and pre-vocational education.

école normale gardienne: teacher-training school for pre-primary teachers.

école normale moyenne: teacher-training college especially for teachers in the *école moyenne*.

école normale primaire: teacher-training school.

école normale technique: teacher-training college for vocational school teachers.

école primaire: primary school.

école pour sourds-muets, aveugles, infirmes: special schools for deaf and dumb, blind or crippled children with course corresponding to that of the *école primaire* and sometimes including pre-primary school.

école technique secondaire: vocational secondary or vocational training school (see note above).

enseignement spécial pour retardés pédagogiques et anormaux: special schools for backward and abnormal children.

lycée: State general secondary school for girls.

4^e degré de l'école primaire: two top classes (seventh and eighth years) of the primary school providing a suitable terminal course generally with vocational bias for pupils who have not transferred to general or vocational secondary education at end of sixth year.

HIGHER EDUCATION

A. *Facultés de l'Université*: university faculties.

B. *École vétérinaire*: veterinary college.

C. *Institut agronomique*: college of agronomy.

D. *Institut supérieur de pédagogie*: institute of education.

E. *Institut universitaire des territoires d'outre-mer*: college for overseas territories.

F. *École spéciale d'ingénieurs techniciens*: special college of engineering.

G. *École technique supérieure*: technical college.

H. *Institut supérieur de commerce*: commercial college.

I. *École supérieure du secrétariat*: secretarial college.

J. *École de service social*: social science college.

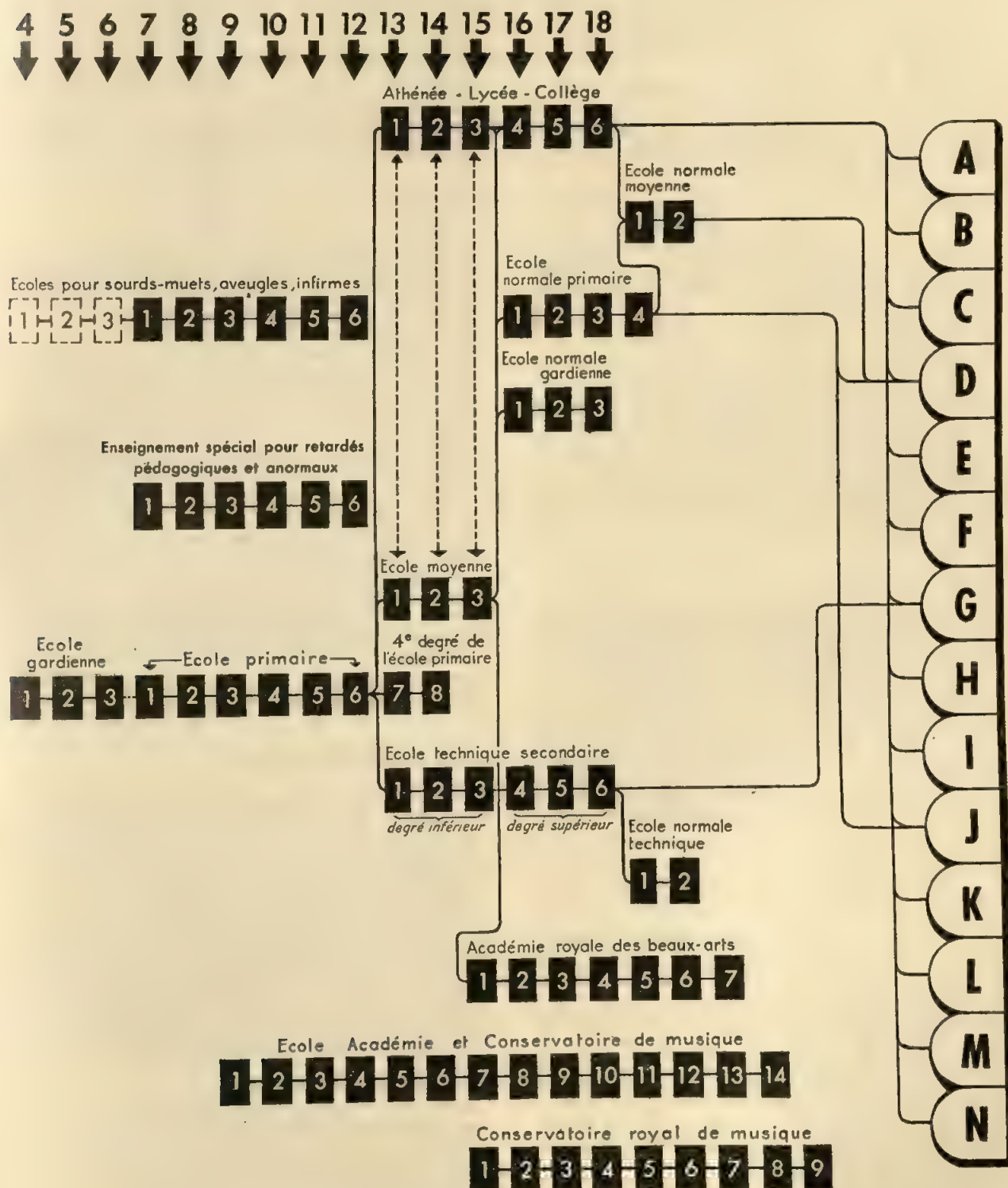
K. *École nationale supérieure d'architecture et des arts décoratifs*: National college of architecture.

L. *École supérieure de navigation maritime*: college of marine navigation.

M. *École militaire*: military college.

N. *École supérieure des textiles*: college preparing for careers in the textile industry.

DIAGRAM



courses are organized by the State, the provinces and local authorities for such fields as physical education, drawing, handicrafts, teaching of abnormal children, music, vocational and agricultural education, etc. There are, similarly, provincial courses for training the future directors of sports clubs and youth movements.

Teachers for the upper secondary schools are trained at universities, where they have to obtain a degree (or a doctorate) and pass the competitive examination for secondary school teachers (*professeur agrégé de l'enseignement moyen du degré supérieur*).

Special Education

Two main types of institution may be distinguished: for retarded, mentally deficient and delinquent children; for specialized teaching of the blind, deaf-and-dumb, crippled and physically disabled.

Artistic Education

The system is complex and programmes vary from school to school for different levels of study. Schools of art and music, conservatories, academies of fine art, etc., offer wide opportunities for cultivating artistic tastes or gifts, at every stage.

The schools of architecture were reformed at the national level by the regent's decree of 18 November 1949, followed by a ministerial decree on 1 June 1950.

ADULT EDUCATION

Owing to compulsory education, the old adult schools have lost almost all their importance and have disappeared.

However, some evening and week-end courses exist to enable workers to complete their technical training or to provide students with educative leisure-time activities. Short courses for farmers and workers are also organized.

A wide range of adult education programmes receives financial aid from the Ministry of Public Education.

During 1950 some 356 primary schools and 784 technical schools provided courses for adults with an enrolment of 5,409 and 131,581 adults respectively for the two school categories.

STATUS OF TEACHERS

The appointment of teachers is generally made by the authority responsible for the school: State, province, local authority or private body.

All teachers in the primary school have to have the teaching diploma (*diplôme d'instituteur ou d'institutrice*), which also enables them to teach the preparatory classes of secondary schools. The intermediate school classes require a teacher who is a *régent* (i.e., qualified by the corresponding training college); and in the upper secondary schools the teacher has to be a graduate with a special diploma acquired by competitive examination. Teachers for such subjects as gymnastics, drawing, music, form a separate category.

In technical schools the *régent* takes the general classes

for pupils between 12 and 15 years of age, the *licencié* those of a higher level. Technical subjects are taught by instructors or teachers who have specialized qualifications.

Posts in the State primary teachers' colleges are given to graduates and to those qualified primary teachers who pass a competitive examination (*certificat d'aptitude au professorat*).

In the centres of higher education and the universities that depend on the State, appointment of teaching staff is made by the respective ministries.

SCHOOL WELFARE SERVICES

Medical inspection of school premises is obligatory in the pre-school and primary stages. It is organized by local authorities but some attempts have been made to extend the service over a wider area.

Pupils have to be examined by the school doctor when they enter the school, and thereafter at least once during the school year; the doctor informs parents of cases that require attention.

Some municipalities organize school clinics for poor pupils.

By the Act of 30 December 1952, all students entering university have to be medically examined.

Physical education is a required subject in practically all curricula, the teachers receiving special training. At university level degrees and doctorates are conferred in physical education.

A special effort has been made to link the school with youth movements, and to create within each school youth groups that will play a complementary part in physical, moral and social education. The problem of leaders is difficult to solve. Mention was made above of the provincial courses which aim to meet this need by training educators for the youth movements.

TRENDS AND PROBLEMS

The general movement of educational reform remains a constant concern of the responsible authorities, who attempt to bring the educational system into line with the needs of society.

On the one hand, the system is being strengthened by expansion in the most diverse directions—the setting up of new schools and sections, of vocational guidance services, the extension of the school-leaving age to 15 years; and on the other hand there is a trend towards a coherent and uniform pattern by rationalizing the existing schools.

Of particular importance are the efforts to use active teaching methods, and the ever-growing help which educators find in supplementary activities such as cinema and radio.

An attempt is being made to improve the material standards of schools, to fit laboratories with necessary equipment and to develop playing fields, gymnasias and swimming pools.

Scholarships granted after competitive examinations to bright pupils of humble family enable them to obtain higher education.

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1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN PUBLIC AND PRIVATE PRIMARY AND SECONDARY SCHOOLS, 1951/52

Class and sex		Age									
		6 —	6	7	8	9	10	11	12	13	14
1	M.	4 867	55 704	9 207	1 988	649	315	228	135	82	44
	F.	3 903	56 093	7 764	1 458	449	194	145	86	55	41
2	M.	9	2 699	45 182	10 393	2 721	1 016	554	288	146	56
	F.	13	1 700	46 566	8 900	2 042	699	378	186	93	37
3	M.	—	13	2 740	39 642	9 814	3 575	1 815	870	454	138
	F.	2	1	1 804	40 600	8 139	2 650	1 290	564	269	95
4	M.	—	—	26	2 561	32 016	9 562	5 072	2 401	1 220	396
	F.	—	—	11	1 594	33 732	8 550	3 777	1 598	697	174
5	M.	—	—	2	32	2 217	26 636	11 899	6 494	3 432	743
	F.	—	—	—	23	1 453	29 607	10 514	4 772	2 048	393
6	M.	—	—	—	—	35	1 700	24 843	12 870	7 254	1 683
	F.	—	—	—	—	23	1 054	29 201	11 319	5 459	973
7	M.	—	—	—	—	1	41	1 564	20 157	12 999	3 940
	F.	—	—	—	1	11	15	1 052	25 239	11 053	2 743
8	M.	—	—	—	—	—	2	46	1 081	13 679	6 248
	F.	—	—	—	—	—	—	6	914	20 818	5 736
9	M.	—	—	—	—	—	—	—	9	385	2 294
	F.	—	—	—	—	—	—	—	2	218	1 628
10	M.	—	—	—	—	—	—	—	2	7	237
	F.	—	—	—	—	—	—	—	—	4	143
11	M.	—	—	—	—	—	—	—	—	1	5
	F.	—	—	—	—	—	—	—	—	—	3
12	M.	—	—	—	—	—	—	—	—	—	1
	F.	—	—	—	—	—	—	—	—	—	—
13	M.	—	—	—	—	—	—	—	—	—	—
	F.	—	—	—	—	—	—	—	—	—	—
Total by age	M.	4 876	58 416	57 157	54 616	47 453	42 847	46 021	44 307	39 659	15 685
	F.	3 918	57 794	56 145	52 576	45 849	42 769	46 363	44 680	40 714	11 966
M. & F.		8 794	116 210	113 302	107 192	93 302	85 616	92 384	88 987	80 373	27 651
Percentage by age		1.0	13.5	13.2	12.4	10.8	9.9	10.7	10.3	9.4	3.2

Source. Belgique. Ministère des Affaires Économiques et des Classes Moyennes. Institut National de Statistique. Bruxelles.

Age						Total by sex	Total by grade	Median age	Percentage by grade	Class and sex	
15	16	17	18	19	20 +						
14 35	12 40	— —	— —	— —	— —	73 245 70 263	143 508	6.6	16.7	M. F.	1
24 29	14 25	— —	— —	— —	— —	63 102 60 668				123 770	7.5	14.4	M. F.	2
40 36	19 49	— —	— —	— —	— —	59 120 55 499	114 619	8.7	13.3	M. F.	3
63 75	55 52	— —	— —	— —	— —	53 272 50 260				103 532	9.7	12.0	M. F.	4
137 102	34 78	— —	— —	— —	— —	51 626 48 990	100 616	10.8	11.7	M. F.	5
267 174	62 61	— —	— —	— —	— —	48 714 48 264				96 978	11.8	11.3	M. F.	6
822 625	172 197	8 4	2 1	— —	— —	39 706 40 941	80 647	12.8	9.4	M. F.	7
2 196 2 173	595 616	57 26	9 6	— —	2 2	23 913 30 297				54 210	13.7	6.3	M. F.	8
2 101 1 434	1 153 705	367 202	70 30	7 2	3 —	6 389 4 221	10 610	15.2	1.2	M. F.	9
1 361 801	1 207 610	662 265	153 39	32 8	4 3	3 665 1 873				5 538	16.1	0.6	M. F.	10
167 99	904 584	815 299	481 88	146 12	21 2	2 540 1 087	3 627	17.0	0.4	M. F.	11
6 1	143 81	845 459	770 266	445 68	126 8	2 336 883				3 219	18.1	0.3	M. F.	12
— —	9 3	248 97	1 328 532	2 457 679	13 199 2 168	17 241 3 479	20 720	.	2.4	M. F.	13
7 198 5 584	4 379 3 101	3 002 1 352	2 813 962	3 087 769	13 353 2 183	444 869 416 725				.	.
12 782	7 480	4 354	3 775	3 856	15 536	.	861 594	.	.	M. & F.	
1.5	0.9	0.5	0.4	0.5	1.8	.	.	.	.	Percentage by age	

2. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Pre-primary schools, public	1 528	2 803	2 803	95 616	45 978
Pre-primary schools, private	2 597	5 689	5 689	220 038	109 961
Pre-primary classes attached to public (intermediate) schools	78	...	...	5 570	2 911
Pre-primary classes attached to public schools	...	...	...	678	...
Primary					
Primary schools, public	5 040	14 991	6 041	339 260	120 620
Primary schools, private	3 715	17 351	11 709	445 138	271 515
Preparatory sections of public (intermediate) schools	255	...	...	41 906	16 195
Secondary					
<i>General</i>					
Intermediate schools, public	292	...	...	63 907	24 409
Intermediate schools, private	543	...	...	71 368	18 547
Secondary schools, public and private	1 319	21 607	8 499	235 522	109 328
<i>Vocational</i>					
Vocational sections of public intermediate schools	...	...	...	8 343	...
Industrial and trade schools ¹	268	...	...	50 900	980
Commercial schools ¹	156	...	...	15 363	9 374
Girls' vocational schools ¹	319	...	...	43 152	43 132
Home economics schools ¹	95	...	...	6 790	6 790
Artistic schools ¹	28	...	...	2 170	361
Agricultural schools ¹	183	...	...	9 789	5 785
Nursing and social work schools ¹	64	...	...	4 212	3 736
Schools of music and fine arts	201	...	...	...	...
<i>Teacher training</i>					
Training schools and sections for pre-primary teachers	71	...	...	13 197	9 565
Training schools for primary teachers	32	...	...	2 239	1 145
Training schools for intermediate teachers	87	...	...	3 034	2 094
Training schools for vocational teachers ¹	...	...	...	...	...
Higher					
Higher technical schools	8	...	...	1 192	193
Higher school of music and fine arts	1	...	...	¹ 276	...
Universities	4	...	...	16 676	3 076
University colleges, private	6	...	...	1 390	99
Special²					
Schools for the blind and the deaf-and-dumb	9	...	...	725	198
Schools for nomads	7	...	...	868	407
Schools for mentally and physically deficient children and delinquents	49	...	...	4 113	2 201

Source. Belgique. Ministère de l'Instruction Publique. Bruxelles.

1. Figures for 1950/51.

2. Primary education.

3. HIGHER EDUCATION IN 1951/52

Faculty	Students enrolled (1951)		Degrees awarded (1951/52)	
	Total	F.	Total	F.
Total	22 777	3 849	3 794	665
Law and attached sections	4 107	595	652	69
Letters, philosophy and attached sections	1 816	818	396	186
Philosophy (School of St. Thomas Aquinas)	214	23	14	—
Medicine, pharmacy and attached sections	6 650	1 162	920	184
Science	1 696	483	337	90
Theology	37	—	9	—
Canon law	16	—	14	—
Religious sciences	6	3	5	4
Agronomy	811	6	160	6
Education and psychology	473	201	76	29
Applied sciences, arts and manufactures	2 586	11	461	3
Social, political and economic sciences	1 615	218	260	35
Commercial science	2 385	325	438	58
Veterinary science	273	1	44	1
Inter-faculty centres	92	3	8	—

Source. Fondation Universitaire, Bureau de Statistiques Universitaires. *Rapport Annuel*, 1952. Bruxelles.

4. PUBLIC EXPENDITURE ON EDUCATION, 1952
(in millions of Belgian francs)

Item	Amount
Total 1952 budget	7 200
Administration, inspection, etc.	147
Primary education	3 368
Secondary education	
General	1 560
Vocational	1 029
Teacher training	166
Higher education	690
Post-school education	26
Artistic education and fine arts	213

Source. Belgique. Ministère des Affaires Économiques et des Classes Moyennes.
Official exchange rate: 1 Belgian franc = 0.02 U.S. dollar.

BELGIAN CONGO

Total population (1951 midyear estimate): 11,463,000.
Total area: 2,343,930 square kilometres; 905,000 square miles.
Population density: 5 per square kilometre; 13 per square mile.
Population within school-age limits (1950 estimate): 1,900,000.
Total enrolment (1950 estimate): 970,000.
Pupil-teacher ratio: 29 in State and government-aided schools.
Illiteracy rate: it is estimated that two-thirds of the population are unable to read.

Total revenue (1951 estimate): 5,125,501,000 Belgian francs.

LEGAL BASIS

Freedom of education is guaranteed, in the same terms as in Belgium, by Article 17 of the constitution. All restrictive measures are forbidden (*Charte Coloniale*, Art. 2). In pursuance of this law, there are State schools and private schools.

Public expenditure on education (1951): 633 million Belgian francs
Cost per pupil: 543 Belgian francs (public expenditure in State and government-aided schools).

Official exchange rate: 1 Belgian franc = 0.02 U.S. dollar.

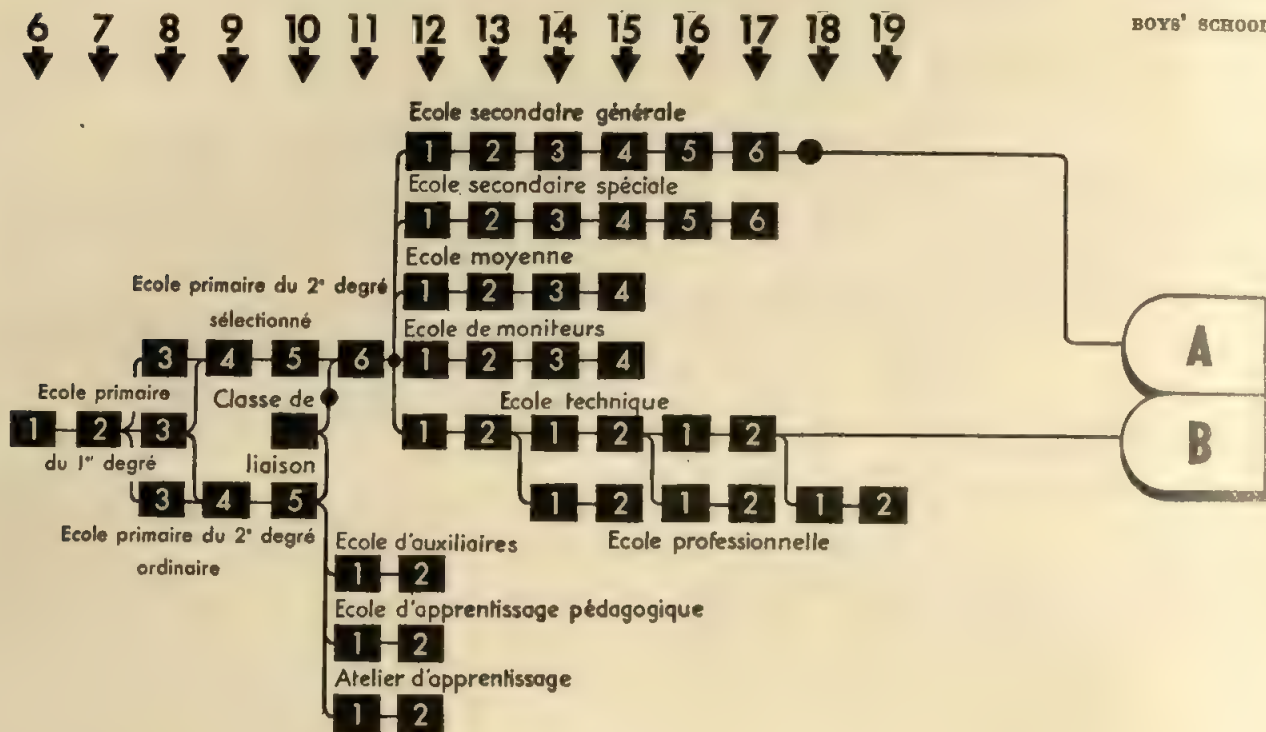
Revised by the Ministry for the Colonies, Brussels, in November 1952.

ADMINISTRATION

Education is under the general supervision of a directorate of education, public worship and missions comprising a section dealing with general education for Europeans, and scientific establishments; a section dealing with general education for natives, public worship and missions, and

DIAGRAM

BOYS' SCHOOLS



GLOSSARY

atelier d'apprentissage: vocational training school giving workshop instruction in crafts and trades.

classe de liaison: transitional primary class allowing pupils to transfer from pre-vocational upper primary course to general upper primary course.

école d'apprentissage pédagogique: teacher-training school for uncertificated teachers in village schools.

école d'auxiliaires: vocational training school preparing for lower clerical posts in civil administration, industry and commerce.

école de moniteurs: teacher-training school.

école moyenne: lower vocational secondary school preparing for clerical posts.

école primaire du 2^e degré ordinaire: upper

primary school with practical course adapted to needs of native community.

école primaire du 2^e degré sélectionné: upper primary school preparing for secondary level.

école primaire du 1^{er} degré: lower primary school.

école professionnelle: vocational training school with courses at three levels providing supplementary training to courses at *école technique*; the lower course training qualified workmen, the middle course foremen and the upper course technicians, with provision for specialized teacher training at middle and upper levels.

école secondaire générale: general secondary

school with classical (Latin) and modern (science) streams.

école secondaire spéciale: vocational secondary school with lower cycle of core subjects and upper cycle of specialization.

école technique: pre-vocational secondary school of technical training in three cycles leading to a corresponding finishing course at *école professionnelle*.

HIGHER EDUCATION

A. *Enseignement supérieur*: higher academic education.

B. *Enseignement technique supérieur*: higher technical education.

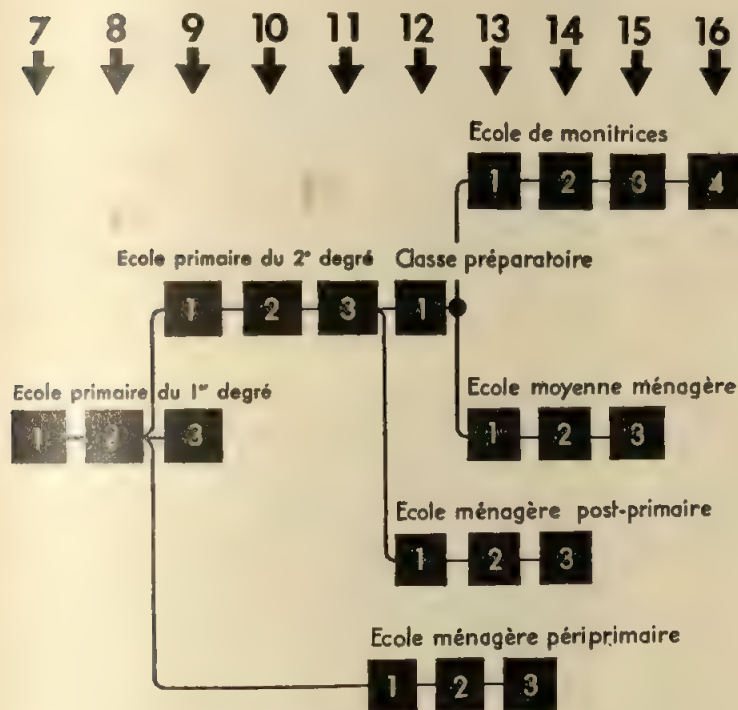
sections dealing with technical and vocational education for natives and Europeans (Belgian Congo: *Arrêté du Régent*, 3 December 1949, relating to the administrative organization of the colony, *Bulletin Administratif du Congo Belge*, 25 December 1949, p. 2394-6).

A 10-year plan, which came into operation in 1950, provides that the central administrative staff shall be increased from 29 to 209 persons. School inspection is carried out by public officials—a chief inspector,

25 inspectors attached to the educational service of the six provinces of the territory, eight engineers specialized in technical education (three being civil engineers and the remaining five technical engineers) and a psychologist—and by some 30 missionary inspectors.

There are detailed instructions for the building and equipment of primary, intermediate, teacher-training and vocational schools, when part of the cost is borne by the State.

DIAGRAM



GIRLS' SCHOOLS

GLOSSARY

classe préparatoire: see *école primaire du 2^e degré*.

école ménagère péripimaire: vocational training school of home economics at primary level for over-age pupils with courses adapted to needs of native community.

école ménagère post-primaire: vocational training school of home economics at post-primary level with course adapted to needs of native community.

écoles de monitrices: teacher-training school.

école moyenne ménagère: lower vocational secondary school of home economics and women's occupations.

école primaire du 2^e degré: upper primary school including a *classe préparatoire* forming a transition from primary to post-primary studies.

école primaire du 1^{er} degré: lower primary school.

The State schools represent only a very small proportion of the total number of schools, being attended by approximately 6 per cent of all children enrolled in the schools (subsidized and non-subsidized). Education for the natives is provided by the various religious missions (national and foreign). It is government-aided on condition that it complies with certain directives from the government. Primary education for natives is free in the State and government-aided schools.

Education is financed from the Belgian Congo budget and from contributions from Belgium. The missions, philanthropic organizations and private societies also spend large sums on education.

By a royal decree of 1 July 1947, a native welfare fund (*Fonds de Bien-Être Indigène*) was established, apart from the administrative organization strictly so called. The fund is designed to raise the physical, intellectual and moral standard of the natives and to promote their social and economic advancement. As regards education, the fund fulfils a twofold task: it assists the teacher-training schools for both sexes, the workshop schools for boys, the home economics schools and the student-teacher schools; it also meets the cost of equipping the central rural schools at the technical upper primary level. Mention should be made of the survey carried out by the fund for the purpose of improving textbooks for native schools.

ORGANIZATION

African Education

Generally speaking, the aims are: to instruct and educate all children; to prepare them to live in their ancestral environment or elsewhere; to train up an elite without neglecting the education of the masses; to adapt school activities to local conditions and to the aspirations of the natives; to eradicate illiteracy among adults. The ultimate aim is to raise the general standard of the population, so that the Belgian Congo may become a civilized nation.

The objects of the important reorganization which took place in 1948 were as follows: to vary the curricula for elementary primary education, according to whether they are intended for the masses or for an elite; to extend secondary education for boys, so as to improve their basic general education and professional qualifications (vocational training beginning in the fourth year); to extend and adapt technical and vocational education, by setting up workshop schools in most of the rural communities and increasing the number of technical schools and colleges providing non-specialized education, together with the number of vocational schools at the various levels training qualified workers and technicians; to develop education for girls; to extend education for the training of native teachers; and, lastly, to organize education for adults.

Pre-school Education

This education is provided in nursery schools (one or two years), which work on the principles obtaining in Belgium as far as school activities are concerned but are adapted to native life and circumstances; and in preparatory sections (one year), where children from various environments are prepared for admission to the primary schools.

Primary Education

Primary education for boys is provided in lower primary schools or *écoles primaires du premier degré* (first and second years, third optional year), where pupils have the opportunity of acquiring a basic knowledge of elementary subjects and become accustomed to working; in upper primary schools (third, fourth and fifth years), where the pupil is trained for life in his natural environment by means of agricultural work and handicrafts and social education; in preparatory or selective upper primary schools (third, fourth, fifth and sixth years), which are open to selected pupils and give a general education fitting them for admission to secondary schools; link classes (one year) are optional and provide a remedial course adapted to the level of the pupils to prepare them for entry to the preparatory upper primary schools.

Primary education for girls is provided in the lower primary schools (first and second years, third optional year), which provide some training in manual work suited to girls' needs; upper primary schools (third, fourth and fifth years) giving a general training particularly suited to girls; over-age primary home economics schools (three years), which provide an essentially practical training in domestic economy subjects, adapted to the resources of the country and intended for pupils who are too old to follow a regular primary curriculum; sixth year classes preparatory to secondary education.

Complementary Education

For boys, this education is provided in the clerical schools (*écoles d'auxiliaires de chefferies et de petits commis*) with a two years' course of practical instruction, which train for administrative posts in the native districts or for junior clerical posts in industry and trade; the student-teacher schools (two years), for non-certified teachers who wish to pass the *agrégation* examination, and for the rapid training of teachers for village schools to make up for the lack of certified teachers; workshop schools for boys (see vocational education).

For girls, there are lower secondary home economics schools (three years), which train them to take their place in an enlightened native society; and student-teacher schools similar to those for boys.

Secondary Education

For boys there are intermediate schools (four years), which train for clerical work; teacher-training schools (four years), which train native teachers for lower and technical upper primary schools and provisionally for the classes of the preparatory upper primary schools; specialized

secondary schools (six years), comprising a common section (three years) followed by specialized sections (three years)—an administrative and commercial division, a division for surveyors, a teacher-training division and a science division—which prepare pupils for the exercise of certain professions; general secondary schools (six years), which give a classical or modern scientific education, preparing pupils for higher education.

For girls there are teacher-training schools (four years, the last year being optional), where the curriculum is simpler and contains a larger proportion of practical subjects than the curriculum in teacher-training schools for boys, and is suited to the needs of primary education for girls; and intermediate home economics schools (three years), which have an intermediate school curriculum adapted to girls' education.

Vocational Education

This education is provided in the technical and vocational schools; in the workshops set up by the government, which entrusts their management to the missions; by the missions with occasional financial assistance from the government; or by industrial, commercial and transport concerns.

The government's plan for the reorganization of technical and vocational education provides for several kinds of establishment: workshop schools for boys (two years for boys who have completed their lower primary education), to train ordinary workers for the various trades; technical schools of the first, second and third stages (two years for each stage after completion of the six years of primary education), providing two, four or six-year courses of instruction with no immediate object, to be followed by one of the three vocational stages or by higher technical education; vocational schools of the first stage (two years after the first technical stage), second stage (two years after the first and second technical stages) and third stage (two years after completion of the three technical stages), where the immediate object is the training of qualified workers, foremen and technicians; some sections in the second and third vocational stages are also suited to the training of teachers for the technical and vocational schools.

In a few years' time, higher technical education will complete the education provided in the technical schools of the third stage by training technical engineers.

Agricultural Education

Since the 1948 reorganization, this education is provided in schools for agricultural assistants, covering the last three years of secondary studies, on the science side, and comprising two sections (agriculture and forestry); vocational agricultural schools (two or three years), for the training of agriculture teachers, foresters, water-bailiffs, farmers, gardeners, etc.; specialized sections for the training of agriculture teachers (one year), which give teachers a technical training in agriculture sufficient to enable them to teach agriculture in certain primary, teacher-training or vocational schools; school farms (one or two years) for the training of farmers, market gardeners and stock-breeders.

In addition, there is post-school and extra-school instruction, given in centres for practical training in agriculture (cycle of 20-25 lessons, usually weekly). These centres, which are open to everyone, aim at giving farmers supplementary practical training suited to local agricultural resources. There are also refresher courses (*cours de perfectionnement et d'entretien*), of varying length, aimed at improving the technical knowledge of non-certified agriculture teachers and maintaining that of certified teachers.

Higher Education

The university centre of Kisantu-Kimuenza, which will begin its work in 1955, is now being organized. It is also proposed to establish faculties at Leopoldville.

Education for European Children

This education is neither free nor compulsory. The curricula followed are the same as in Belgium. There are nursery, primary and secondary schools (*athénées, collèges, instituts*). Legally, there is no obstacle to the admission of native children to these schools, but, in practice, the determining factor is the level of education.

ADULT EDUCATION

It is estimated that one-third of the native population is able to read. There are night schools in population centres. A plan for the reorganization of adult education provides for the opening of different categories of classes in all the native areas.

TRENDS AND PROBLEMS

The educational system was reorganized in 1948 with a view to providing all native children with an education adapted to their character and to local conditions. A 10-year programme of expansion of educational facilities, prepared in 1948, contemplated, *inter alia*, the construction of a number of new schools with the aid of funds from the Native Welfare Fund (*Fonds de Bien-Être Indigène*). This plan, covering the period 1950 to 1959, in addition to expenditure on a number of special types of schools, envisages the following expansion in the general educational system:¹

Type of school	No. of children leaving		Estimated capital expenditure ¹
	First year of plan	Last year of plan	
Kindergartens	6 500	16 500	54
Primary schools	150 000	225 000	61
Secondary schools	22 500	34 000	200

1. In millions of Belgian francs.

'The number of provincial inspectors is to be increased. . . . The establishment of a centre for psycho-technical studies is also under consideration. Vocational guidance centres will be set up to select candidates for vocational training.

'The number of teacher-training colleges is to be increased; some of them will provide more comprehensive courses designed to train teachers for selected primary schools of the second degree. At a later date, higher teachers' training colleges will train teachers for modern and classical secondary schools.'²

1. United Nations. *Non-self-governing Territories: Summaries and Analyses of Information Transmitted to the Secretary-General during 1950*. Vol. III. New York, 1951, p. 50.
2. United Nations. *Non-self-governing Territories: Summaries and Analyses of Information Transmitted to the Secretary-General during 1949*. Vol. II. Lake Success, New York, 1950, p. 27.

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1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Students enrolled
		European	Native	
NATIVE EDUCATION				
Pre-school				
Schools maintained by army and police, pre-primary sections	8	—	7	351
Pre-primary schools, government-aided	73	—	82	3 350
Preparatory schools, government-aided	197	—	262	10 795
Pre-primary schools, Catholic ¹	224	1	224	4 621
Pre-primary schools, Protestant	899	1 ...	1 ...	20 996
Primary				
State schools				
Primary schools, denominational	7	8	77	3 842
Schools maintained by army and police, primary sections	7	—	16	386
Government-aided schools				
Lower primary schools	5 784	984	15 594	306 583
Incomplete lower primary schools	1 686			43 251
Upper primary schools	1 287			132 138
Preparatory sixth class for girls	22	5	22	519
Primary schools of home economics	57	50	51	1 646
Schools for auxiliary teachers	2	2	4	56
Practice schools	70	66	82	2 432
Workshop schools	53	49	126	1 586
Post-primary schools of home economics	45	55	48	1 097
Unaided schools				
Lower primary schools, Catholic	5 148	147	5 912	122 078
Primary schools, Protestant	9 349	1 ...	1 ...	248 500
Workshop schools	12	10	7	192
Post-primary classes	4	1 ...	1 ...	183
Primary schools maintained by companies	434	83	1 021	43 539
Other post-primary schools	26	24	35	1 059
Secondary				
State general education				
Intermediate sections	2	5	—	110
Secondary sections, general cycle	4	17	6	439
State vocational education				
Secondary sections, specialized cycle	6	20	15	132
Vocational sections	5	20	27	626
School of art	1	4	1	31
Government-aided general education				
Intermediate schools	11	30	14	862
Classical secondary schools	5	24	1	221
Modern secondary schools, general cycle	9	32	10	731
Preparatory classes	1	10	—	71
Vocational education				
Modern secondary schools, specialized cycle	5	13	4	106
Vocational schools	4	17	16	379
Intermediate schools of home economics	7	9	4	110
Teacher-training schools	55	168	101	3 596
Unaided schools				
Teacher-training schools	2	2	—	18
Schools of home economics	2	2	—	32
Teacher-training courses	8	1 ...	1 ...	167
Apprenticeship courses	16	1 ...	1 ...	275
Schools maintained by companies				
Vocational schools	27	31	24	1 547
Schools of home economics	19	21	22	1 620
Other				
Schools for adults	124	...	...	7 606
Religious classes, Catholic ³	59	195	—	2 407
Pastors' schools, Protestant	27	1 088	1 ...	...

1. Including courses for adults.

2. Total of teaching staff in Protestant mission schools: 338 Europeans and 13,044 natives.

3. Including higher religious education for clergy with 297 students.

Level of education and type of school	Institutions	Teachers		Students enrolled
		European	Native	
EUROPEAN EDUCATION				
State and aided schools	44	754	—	9 454
Unaided schools	13	35	—	435

Source. Ministère des Colonies. Bruxelles.

Note. There are in addition two recognized schools for children of mixed racial origin with 84 pupils.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in millions of Belgian francs)

Item	Amount	Item	Amount
Total	633		
Administration, inspection, etc.	32	Secondary education	
Pre-school education	7	Vocational	72
Primary education	271	Teacher training	27
Secondary education		Higher education	6
General	216	Other	2

Source. Belgique. Ministère des Affaires Étrangères et du Commerce Extérieur. Bruxelles.

Note. Official exchange rate: 1 Belgian franc = 0.02 U.S. dollar.

RUANDA - URUNDI Trust Territory

Total population (1951 estimate): 3,835,000.

Total area: 53,200 square kilometres; 20,500 square miles.

Population density: 72 per square kilometre; 187 per square mile.

Pupil-teacher ratio: 34 in State and government-aided schools.

Illiteracy rate: It is estimated that two-thirds of the population are unable to read.

Total revenue (1951 estimate): 321,297,000 Belgian francs.

Public expenditure on education (1951): 27,053,856 Belgian francs.

The Territory of Ruanda-Urundi was placed under Belgian mandate by a decision of the League of Nations dated 31 August 1923. This mandate was approved by a law of 20 October 1924. The authority entrusted with the administration defined the status of the territory in the law of 21 August 1925 and the royal decree of 11 January 1926 providing for the latter's execution.

Following the resolution adopted by the General Assembly of the United Nations in London on 9 February

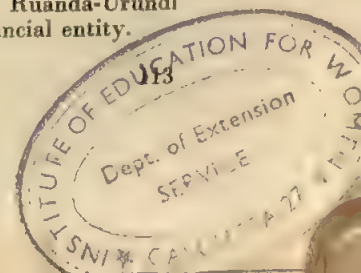
Cost per pupil: 300 Belgian francs (public expenditure in State and government-aided schools).

Official exchange rate: 1 Belgian franc = 0.02 U.S. dollar.

Revised by the Ministry for the Colonies, Brussels, in November 1952.

1946, and at the Assembly's invitation, Belgium deposited a draft trusteeship agreement which was accepted on 13 December 1946. This agreement was approved by the law of 25 April 1949.

The organic law of 21 August 1925 states that Ruanda-Urundi is administratively united to the Belgian Congo. It raises the status of the territory to that of a vice-government-general and stipulates that Ruanda-Urundi shall be deemed a separate legal and financial entity.



LEGAL BASIS

Freedom of education is guaranteed. Private schools may be recognized and subsidized by the government provided they fulfil certain conditions.¹ There are no special regulations with regard to the establishment of private schools that are not recognized by the government.

ADMINISTRATION

The Education Service is under the direction of a chief inspector, assisted by an inspector (who is responsible in particular for the organization and inspection of teacher training), an assistant inspector, an inspector of agricultural education, an engineer specialized in technical education and a psychologist. Three missionary inspectors are in charge of the mission private schools.

The officials of the Education Service and the lay teachers in State schools are civil servants and receive salaries in accordance with regular civil service rates. The European and native teachers (*moniteurs* and *monitrices*) in recognized and subsidized schools are paid according to their duties and qualifications.

In addition to State expenditure on school buildings, which is subject to the same directives as in the Belgian Congo, mention should be made of funds derived from private sources and of those granted by the Native Welfare Fund (*Fonds de Bien-Être Indigène*), which is interesting itself in the schools that are training people to raise the standard of the native population, e.g. teacher-training schools, student-teacher centres and their demonstration schools, home economics schools, workshop schools for boys.

During 1949 and 1950, the Government of Ruanda-Urundi worked out a 10-year plan, which was published in 1951, for the economic and social development of the territory and, in particular, for the examination of such questions as public health, hygiene, food, housing and education.

Except in certain non-subsidized schools, the education provided by the missions is entirely free; textbooks and stationery are also supplied without payment.

ORGANIZATION

The same types of schools as those mentioned previously for the Belgian Congo are provided for by the plan for the reorganization of government-aided private schools, which came into operation in January 1949.

Private schools, which form the vast majority of all existing schools, are of different types, which will be described further on.

Generally speaking, the aims of this reorganization are as follows: to improve primary education; to promote the

development and the extension of post-primary, secondary and vocational education; to prepare for the introduction of higher education.

Primary Education

The objects are to fit the average native to contribute in his particular sphere to the advancement of civilization, to enable him to serve his personal interests and those of the community, and to train the more gifted pupils who are to become the country's leading brain workers and artisans.

There are pre-school establishments in the form of nursery schools and preparatory sections.

Primary schools include a number of chapel schools (*chapelles-écoles*), for natives of both sexes, which receive no direct aid and are mainly concerned with religious instruction, though they also teach reading, writing and simple arithmetic; government-aided primary schools (lower and upper), totalling five or six years; over-age primary home economics schools; and a sixth-year class preparatory to secondary education for girls.

Secondary and Post-primary Education

The aims here are to give a good general education, to fit the majority of the pupils to undertake interesting intellectual and manual work, and to prepare particularly gifted pupils for higher education which will later take the form of university education proper.

Post-primary education is given at student-teacher schools, workshop schools for boys in the native and rural areas, and home economics schools.

Secondary education is provided in the teacher-training schools for both sexes; the intermediate home economics schools; a school for assistant midwives, attached to the medical service; and the schools for assistant male nurses, also attached to the medical service. In addition, there are sections reserved for adults. Mention should also be made of the small and large seminaries, the school which trains for the native diaconate, the juniorates and noviciates.

The different types of school mentioned above are all private.

State education is provided firstly by the Astrida School Group, consisting of primary and secondary sections (scientific and specialized). Various sections of this group follow curricula established by the competent government services, the aim being to train native officials, such as medical, administrative, veterinary and agricultural assistants. Secondly, there is an official school for male nurses, opened in 1950 at Usumbura, with boarding arrangements; and finally a technical and vocational school, also at Usumbura.

Apart from the non-subsidized chapel schools, primary and teacher-training education, which is almost exclusively of the 'subsidized free congregant' type, is given in accordance with the State syllabuses.

Of the pupils now receiving general secondary education, classical or scientific (six years), some will be selected to attend the university centre; it is not proposed, however, to set this up before 1955, as the first pupils admitted to

1. These conditions are stated in the booklet: Congo belge. Service de l'enseignement. *Organisation de l'enseignement libre subside pour indigènes avec le concours des sociétés de missions chrétiennes. Dispositions générales.* 1948. 60 p.

general secondary education will not finish their studies at this level before the end of 1954.

ADULT EDUCATION

Several missions organize primary courses for illiterate adults and also lessons intended to help those who have never got beyond the primary stage to maintain and increase their knowledge. The native medical assistants, and the veterinary and agricultural assistants, are able, through travelling educational missions, to instruct an ever-increasing proportion of the population.

As the result of reorganization, adult education will be given in the following sections, which will have to be open for at least thirty weeks in the year in order to receive grants: section for illiterates; section giving special instruction for semi-literates; section giving general instruction for those who have already had a secondary

education; section for particularly gifted pupils. Several missions have already organized courses in the first two categories.

It is estimated that, in 1950, the various establishments concerned were providing education for 12 per cent of the total population.

EDUCATION FOR NON-NATIVE INHABITANTS

State education and private government-aided education each provide a nursery school and two primary schools for non-native inhabitants.

TRENDS AND PROBLEMS

Mutatis mutandis, these are comparable with the trends and problems in the Belgian Congo.

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1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in Belgian francs)

Item	Amount	Item	Amount
Total	75 300 000	Vocational education	17 000 000
Central administration, inspection, etc.	5 360 000	Teacher training	10 130 000
General education, primary and secondary	40 660 000	Post-school and adult education	2 150 000

Source. Belgique, Ministère des Affaires Étrangères et du Commerce Extérieur. Bruxelles.

Note. Official exchange rate in 1951: 1 Belgian franc = 0.02 U.S. dollar.

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Students enrolled	
		Total	F.	Total	F.
NATIVE EDUCATION					
Pre-school					
Pre-primary schools, Catholic	12	21	18	1 118	...
Pre-primary schools, Protestant	14	22	14	749	...
Primary					
State primary classes	15	25	...	671	...
Local schools					
Lower	1 265	1 917	—	1 79 907	11 214
Upper	75				
Central schools					
Lower	147				
Upper	136	1 446	417	56 461	19 725
Selective upper primary schools	36	102	—	3 773	—
Preparatory sixth class for girls	4	6	6	174	174
Practice schools	9	24	8	206	84
Schools for auxiliary teachers	3	10	—	157	—
Workshop schools for artisans	7	27	—	296	—
Secondary					
Secondary classes, lower	7	3	—	286	...
Specialized sections	14	9	...	136	...
Arts and trades schools	2	3	—	44	—
Teacher-training schools	6	26	7	508	135
Schools of home economics	7	16	16	140	140
Other					
Catechism or chapel schools	4 693	6 068	—	3 325 552	...
NON-NATIVE EDUCATION					
Primary schools for Europeans	3	20	17	358	172
Primary schools for Asians	2	12	4	284	131

Source. Belgique. Rapport soumis par le Gouvernement belge à l'Assemblée générale des Nations Unies au sujet de l'administration du Ruanda-Urundi pendant l'année 1951. Bruxelles, 1952.

Note. About 110 students receive secondary and higher education abroad.

1. Including 249 students (no sex distribution).
2. Including 2,776 students (no sex distribution).

3. Data incomplete. Information from one Protestant mission not included. From less reliable figures the following breakdown of this total may be made: number of girls and women, 60 per cent; children 6 to 14, about 10 per cent; adolescents 14 to 21, 50 per cent; adults, 40 per cent.

BHUTAN

Total population (1951 midyear estimate): 300,000.

Total area (estimate): 50,000 square kilometres; 19,000 square miles.

Population density: 6 per square kilometre; 16 per square mile.

This State in the Eastern Himalaya region has a treaty relationship with the Government of India (1949) by which India has certain responsibilities for external relations but Bhutan manages its own internal affairs.

No census has ever been undertaken, and data on finances

and schools have never been published. The people are nominally Buddhists; the organization of religious life involves a certain amount of education, and there are about half a dozen primary schools offering education of an elementary kind.

Total population (1951 midyear estimate): 3,054,000.
 Total area: 1,069,000 square kilometres; 413,000 square miles.
 Population density: 3 per square kilometre; 7 per square mile.
 Total enrolment (1950): 147,060 in primary schools.
 Enrolment of girls as percentage of total: 37 per cent in primary schools.

LEGAL BASIS

Chapter XVIII (Articles 154 to 164) of the Constitution of 1945 is devoted to education. Article 154 states that education is the highest function of the State; schooling is compulsory from 7 to 14 years of age, and is free in public primary and secondary establishments. Article 159 safeguards the autonomy of the universities.

ADMINISTRATION

Bolivian education is directed by the Ministry of National Education. A directorate-general is the technical body charged with administering the whole educational system and with applying legal enactments at the national level.

The directorate-general of education comprises: a director-general; an inspector-general each for teacher-training schools, secondary schools, primary schools and kindergartens; a technical inspector-general for primary schools; the heads of school districts and the inspectors in towns and school zones.

Private schools are maintained for the most part by religious bodies and are found at every level of education: pre-primary, primary, secondary, teacher-training and vocational.

ORGANIZATION

Pre-school Education

This is given by a number of kindergartens which exist mainly in provincial capitals. They receive children between the ages of 4 and 7 years and use methods derived in the main from the principles of Montessori and Decroly. Some kindergartens are attached to private primary schools.

Primary Education

The primary schools of Bolivia fall into two distinct systems—urban and rural.

Urban primary schools take children from 7 to 13 years of age. The curriculum comprises these subjects: natural science; geography; history; moral, social and civic instruction; Spanish (reading, writing, recitation, composition

Pupil-teacher ratio: estimated at 26, including Indian schools.

Based on official published sources, prepared in July 1953.

and dictation); mathematics (elements of arithmetic and geometry); drawing; manual work; domestic science; child care; music; physical education.

Rural primary education is designed especially for the native population of the rural areas of the country. It is organized in the main on the system called 'rural school nuclei' (*núcleos escolares campesinos*); each unit consists of a central school and a number of sectional schools in the surrounding district. The principal of the central school is charged with ensuring that the sectional schools function efficiently. The nuclear schools usually provide two cycles of study, of two years each. The Inter-American Co-operative Education Service has made an agreement with the Bolivian Government, and collaborates actively in this field with the department of rural education of the Ministry of Education.

The aims of the nuclear system, as set out in the teaching guides for rural teachers, are as follows: to educate the peasants in good habits of living as regards food, clothing, housing, health, civic, social and religious activities; to make the peasant a good farmer and teach him the importance of conserving the soil and other natural resources; to train the peasant in the practices of animal husbandry and local cottage industries; to provide a necessary education in the basic school subjects; to help the peasant to play his part as a member of the family and the community, and to become a useful citizen.

Secondary Education

Secondary schooling in Bolivia consists of a six-year course leading to the baccalaureate certificate. A boys' school is termed a college (*colegio*) and a girls' school a lyceum (*liceo*). Education in the public secondary schools is free.

The curriculum contains the following subjects: civics, mathematics, physics, chemistry, natural science, geography, history, philosophy, Spanish grammar and literature, French, English, physical education, drawing and calligraphy, music and singing. Girls' schools follow the same curriculum but add courses in dressmaking, home economics and child care.

In an attempt to guide pupils to technical studies, the curriculum for the first three years of some *colegios* has been modified by the inclusion of practical courses in industrial design, mechanics and woodwork.

Vocational Education

The main institutions providing vocational training are the schools of arts and crafts for boys (*escuelas de artes y oficios*), vocational schools for girls (*escuelas profesionales de señoritas*) and the commercial schools (*escuelas de comercio*).

Schools of arts and crafts provide an elementary course of two years for pupils who have completed the first four years of primary school. In addition to general subjects, the curriculum contains the rudiments of carpentry, mechanics, metal casting and ceramics. The secondary cycle of these schools is designed for pupils who have completed a full primary course, and it bears, in a more specialized way, on a number of vocations: mechanics, electricity, metal casting, carpentry, graphic arts.

Vocational schools for girls admit pupils who complete the six-year primary school. They offer a four-year course comprising general education and practical work (dress-making, embroidery and knitting, cooking, toymaking). Other institutions which give vocational training to girls are the school of nursing, the school of social work and the academy of dressmaking.

Commercial schools are organized in two stages: a lower cycle of one to three years for training bookkeepers, shorthand-typists and secretaries, and a higher cycle open to those who complete the lower course. At the end of the course the school gives a diploma in accountancy (*contador general*).

The National Industrial School 'Pedro Domingo Murillo' at La Paz has a high reputation. Some universities, too, have set up technical institutes and vocational courses at a secondary or pre-university level.

Artistic education is provided by the National Conservatory of Music and the School of Fine Arts.

Higher Education

The seven Bolivian universities (La Paz, Sucre, Cochabamba, Potosí, Oruro, Santa Cruz and Tarija) are autonomous. Since 1941 a consultative body (*Congreso de la Universidad Boliviana*) has built up contact between them and fostered collaboration and common action. Each university is administered by a council composed of the rector, vice-

rector, the deans and directors of faculties and institutes, one professor from each faculty and institute, one student representative and one delegate of the students' federation.

University funds are derived from various sources: government subventions, the revenue from special taxes, endowments and enrolment fees.

Professors are appointed by the university councils.

The universities comprise faculties, schools and university institutes. For admittance to some of the institutes it is not necessary to have the bachelor's diploma.

Primary and secondary school teachers are trained at the National School for Teachers (*Escuela Nacional de Maestros*) of Sucre and at the Higher Normal Institute (*Instituto Normal Superior*) of La Paz. The institution in Sucre also trains teachers for kindergartens, domestic science subjects and music. Education at these centres is free, and scholarships are awarded to needy students.

The 1952 curriculum for the urban teacher-training schools covers a course of four years and includes: Spanish, mathematics, national and general history and geography, natural science, physics and chemistry, physical education, music, manual work, drawing, calligraphy and the history of art, psychology (general, child, educational), philosophy and history of education, sociology and school legislation, general and subject teaching methods, school organization and practical teaching. For the girls, home economics and handicrafts are added.

Teachers for rural schools are prepared in rural training schools with a four-year course following primary education. In 1952 the curriculum of these schools embraced general and professional subjects as well as a group of subjects designed to give the students a closer theoretical and practical knowledge of the rural environment.

For the training of secondary school teachers there are four separate sections which group the subjects of the secondary curriculum: literature and philosophy; geography and history; biological sciences; physics and mathematics. In the Sucre National School for Teachers all four sections take the following subjects in common: pedagogy and methods of secondary school teaching, psychology, sociology, English, French, gymnastics, manual work.

There is also the National Institute of Physical Education, which gives a course of four years.

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1. AGE-SEX DISTRIBUTION OF STUDENTS
IN PUBLIC AND PRIVATE PRIMARY AND SECONDARY SCHOOLS IN 1950

Age	Number of students enrolled			Percentage of students enrolled					
	Total	M.	F.	By sex for each age			By age for each sex		
				Total	M.	F.	Total	M.	F.
Total	194 997	104 370	90 627	100.0	53.5	46.5	100.0	100.0	100.0
6 —	3 662	2 141	1 521	100.0	58.5	41.5	1.9	2.1	1.7
6	1 197	519	678	100.0	43.4	56.6	0.6	0.5	0.7
7	42 699	22 325	20 374	100.0	52.3	47.7	21.9	21.4	22.5
8	37 094	19 368	17 726	100.0	52.2	47.8	19.0	18.6	19.6
9	31 765	16 481	15 284	100.0	51.9	48.1	16.3	15.8	16.9
10	22 681	12 425	10 256	100.0	54.8	45.2	11.6	11.9	11.3
11	18 918	10 486	8 432	100.0	55.4	44.6	9.7	10.0	9.3
12	15 366	8 639	6 727	100.0	56.2	43.8	7.9	8.3	7.4
13	6 578	3 526	3 052	100.0	53.6	46.4	3.4	3.4	3.4
14	4 230	3 120	1 110	100.0	73.8	26.2	2.2	3.0	1.2
15	3 269	1 912	1 357	100.0	58.5	41.5	1.7	1.8	1.5
16	3 506	1 819	1 687	100.0	51.9	48.1	1.8	1.7	1.9
17	1 465	627	838	100.0	42.8	57.2	0.8	0.6	0.9
18	1 349	544	805	100.0	40.3	59.7	0.7	0.5	0.9
19	1 218	438	780	100.0	36.0	64.0	0.6	0.4	0.9

Source. Bolivia. Ministerio de Educación.

2. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Kindergartens and creches	33	223	223	5 229	2 478
Primary					
<i>Public</i>					
Complete primary schools	235	3 592	1 936	52 422	22 934
Incomplete primary schools	208	1 276	535	27 782	11 018
Rural schools	1 079	1 548	548	47 050	11 220
<i>Private</i>					
Complete primary schools	40	641	465	14 577	6 415
Indian schools	...	...	...	...	...
Secondary					
<i>General</i>					
Boys' secondary schools, public	43	769	269	6 468	—
Girls' secondary schools, public	23	742	415	2 902	2 902
Secondary schools, private	38	537	205	8 659	3 926
<i>Vocational</i>					
Commercial schools	5	58	38	407	310
Technical schools for girls	9	119	119	1 147	1 147
Industrial schools	2	37	10	668	172
Schools of arts and crafts	6	124	41	960	—
Schools of nursing	3	54	25	582	582
School of social work	1	29	29	136	136
Schools of fine arts ¹	12	146	63	916	589
<i>Teacher training</i>					
Teacher-training schools, public ²	11	178	72	2 593	1 253
Teacher-training schools, private	4	60	15	166	130
Higher					
Universities and institutes	7	...	...	4 642	...
Teacher-training college	1	36	10	380	246
Special					
Schools for the blind	3	24	9	32	9
Reform schools	8	10	4	23	8

Source. Bolivia. Ministerio de Educación.

1. Including schools of music and dressmaking.

2. Including a school of physical education and five schools for training commercial teachers.

Total population (September 1950 census): 52,645,479.
 Total area: 8,464,198 square kilometres; 3,268,111 square miles.
 Population density: 6 per square kilometre; 16 per square mile.
 Total enrolment (1950): 4,208,280 in the basic primary schools.
 Enrolment of girls as percentage of total: estimated to be 49 per cent in the primary schools.
 Pupil-teacher ratio: 38 in the primary schools.
 Illiteracy rate (1940 census): 55 per cent of the population aged 15 years and over.

National income (1949): 170,000 million cruzeiros.
 Public expenditure on education (1950): 4,393,543,000 cruzeiros.
 Cost per pupil: 730 cruzeiros.

Official exchange rate: 1 cruzeiro = 0.05405 U.S. dollar.

Revised by the Chairman of the Brazilian Institute of Education, Science and Culture, in January 1953.

LEGAL BASIS

The United States of Brazil is a federal republic comprising 20 states, 5 territories and 1 federal district.

Under the present constitution (1946), it is within the competence of the union, i.e. the federal government, to legislate on 'the directives and bases of national education'. This means that the states and the federal district are responsible for the organization of their school systems, subject to the provisions of the constitution and the federal laws. The first of the constitution's provisions states that: 'Everyone is entitled to education, which shall be given at home and in the schools, and which shall be inspired by the principles of liberty and the ideals of the brotherhood of man.'

The constitution also states that education at the various levels shall be in the hands of the public authorities; private educational establishments may be set up, provided that they conform to the provisions of the education laws.

The constitutional provisions regarding primary education are as follows:

1. Primary education is compulsory and shall be given only in the national language.
2. Public primary education is free for all; post-primary education is free for all who furnish proof that they have no financial means or insufficient means.
3. Industrial, commercial or agricultural undertakings employing more than 100 people are obliged to provide free primary instruction for their workers and the children of the latter.¹
4. Religious instruction is included in the curricula of the public schools; it is optional and shall be given in accordance with the religious faith of the pupil.

The union is responsible for the organization of the federal system of education and for that of the territories. The federal system is supplementary (*supletivo*) and covers the whole country, but is strictly limited to making good local deficiencies.

ADMINISTRATION

Within the Brazilian education system, three spheres of administrative responsibility are to be distinguished—federal, state and municipal.

So far as the federal government is concerned, the Ministry of Education and Health is the agency responsible for the administration of general education and for a large part of specialized education. There are, however, a number of federal educational services directly under other ministries, such as agricultural education at the intermediate level, which comes under the Ministry of Agriculture, or the education of neglected children or waifs (*menores abandonados*), which is controlled by the Ministry of Justice.

The Ministry of Education and Health supervises the educational institutions maintained by the union and inspects those that are maintained by the states or private agencies, through one of its departments (*Departamento Nacional de Educação*) and four specialized directorates (*Directoria do Ensino Superior, Directoria do Ensino Secundário, Directoria do Ensino Comercial, Directoria do Ensino Industrial*). These directorates have inspectors who are responsible for visiting educational establishments within each of these branches of post-primary education.

Each state of the union and the federal district has an organization for the general co-ordination of its educational system and, in particular, of primary schools and teachers' training colleges. In 11 states and in the federal district this body is a secretariat of state (*Secretaria de Estado*), that is to say, a governmental body which is both political and technical, the head of which is appointed by the governor, or, in the case of the federal district, by the prefect. In the remaining nine states there is a department of education, generally under the control of a secretary of state.

Municipalities whose financial resources permit, maintain a directorate of education (*Directoria de Educação*), which supervises primary schools financed from the local budget.

Independent Schools

Independent schools are supervised by the federal or state authorities, according to the level or branch of instruction

1. This decision has not yet been put into effect.

given. Higher education and most branches of secondary education are supervised by the federal government. Primary schools, teachers' training colleges and vocational schools, on the other hand, are under the supervision of the local authorities.

In primary education, 18 per cent of the schools are maintained by private agencies. The proportion is still higher in intermediate education, where over 80 per cent of the establishments are private. It is characteristic of Brazilian education that instruction at the intermediate level rests so largely on private initiative.

FINANCE

At least 10 per cent of the financial resources of the union and 20 per cent of those of the states and municipalities are devoted to the cost of maintaining schools and extending education. The federal government supports six universities, about 30 intermediate schools and the adult education campaign. It has also drawn up an extensive programme of school building and makes grants-in-aid to private schools.

The separate states finance all their own primary education, and a small proportion of intermediate education, in particular, teachers' training colleges.

The municipalities bear part of the cost of primary schools, particularly those situated in the rural areas.

In 1944, public expenditure on education totalled 967,886,000 cruzeiros (48,394,300 U.S. dollars),¹ of which 221,842,000 cruzeiros were spent by the union, 665,899,000 cruzeiros by the states and the federal district, and 79,145,000 cruzeiros by the municipalities.

From 1946 onwards, there was a notable increase in the expenditure of the union, due to the primary school building programme then launched and to the adult education campaign started in 1947.

The present budgets for education (federal, state and municipal) amount in all to over 4,000 million cruzeiros. There is no doubt that devaluation has contributed to this increase, but it represents a substantial development of educational facilities, with a corresponding increase in enrolment at all levels. Furthermore, the proportion of the total budget devoted to public expenditure on education in the various fields rose from 6 per cent in 1932 to 18 per cent in 1949. The total public expenditure on education is divided up approximately as follows: 80 per cent for staff salaries and costs; 10 per cent for school buildings and equipment; 6 per cent for administrative services; 2 per cent for grants-in-aid to private agencies; and 2 per cent for cultural extension services, particularly libraries and museums.

Of the State's expenditure on education 75 per cent goes to primary education, 8 per cent to secondary education, 5 per cent to teacher training, 6 per cent to higher education and 6 per cent to vocational and commercial education. The highest percentage of the federal government's appropriation goes to the maintenance and development of higher education, but the funds allotted to primary education are now rising to the same level.

The municipalities, for their part, have always devoted the major part of their allocations to primary education.

The National Fund for Primary Education

To assist the states, territories and federal district in reorganizing their primary school systems, and to supplement their activities proportionately to local deficiencies, a National Fund for Primary Education was created in 1942 and embodied in law in 1945. This fund, which now amounts to nearly 200 million cruzeiros, is administered by the federal government through the Ministry of Education and Health. Seventy per cent of the annual revenue of the fund is spent on the building of rural primary schools and regional teachers' training colleges; 25 per cent goes to the extension of supplementary education for illiterate adolescents and adults (now known as the 'Campaign of Adult Education'); and 5 per cent to the organization of courses of specialized training for school heads, inspectors and administrative officials, and to providing scholarships for these courses. At present, part of the fund is being spent on the equipment of the regional teachers' training colleges.

ORGANIZATION

The general pattern of the educational system comprises three main divisions: primary (*grau elementar*), intermediate (*grau médio*) and higher (*grau superior*), the various levels and courses linking up with one another in many cases.

Pre-school Education

No provision is made in law for compulsory pre-school education. The number of nursery schools (*escolas maternais*) and kindergartens (*jardins de infancia*), both public and private, is, however, increasing. Children attend either type of school for two years. In addition, there is a kindergarten attached to every teachers' training college of the *instituto de educação* type. In 1950, over 80,000 children were enrolled in nursery schools and kindergartens throughout the country. The National Children's Department (*Departamento Nacional da Criança*), a division of the Ministry of Education and Health which is responsible for the welfare of mothers and children, is encouraging the establishment of nursery schools and kindergartens in factories.

There are no strict provisions regarding methods for pre-school education. The first kindergartens established early in the century adopted the Froebel methods, which have since been modified under the influence of Montessori and Decroly.

Primary Education

The organic law on primary education, passed in January 1946, determines the structure of the primary school system throughout the country, in an attempt to co-ordinate on a national basis the varied education systems of the states and other constituent parts of the federal

1. On the basis of 20 cruzeiros to 1 U.S. dollar.

union. It does not, however, impose any rigid centralization; a large measure of flexibility is allowed, so that primary education can be adapted to differing local conditions and to the needs and resources of each region.

At the primary stage, two types of education must be distinguished: basic primary education (*ensino primário fundamental*) for children between the ages of 7 and 12, which is compulsory; and supplementary primary education (*ensino primário supletivo*), for those over 13 years or for adults who have had no elementary education.

Basic primary education comprises two courses: an elementary primary course (*curso elementar*), lasting four years, and a supplementary primary course (*curso complementar*) of one year. Supplementary primary education extends over two years, the curriculum being adapted to the stage of development reached by the students, who may be adolescents or adults.

Primary education links up with the other types of education as follows:

The elementary primary course leads on to the supplementary primary course and to vocational training and industrial and agricultural apprenticeship courses. The supplementary primary course leads on to the first stage of secondary education (*ginásio*), to elementary courses of industrial or agricultural training, and to primary teachers' training (courses for *regentes*).

The subjects taught in primary schools are the following: the mother tongue, arithmetic and elementary geometry, geography and history of Brazil, elementary general instruction about social life, health education and work, drawing and handwork, singing and physical education. The supplementary courses also include the rudiments of American history and geography. The handwork classes are adapted to the economic activities of each region.

Intermediate Education

Post-primary or intermediate education (*ensino médio*) is divided into secondary education proper and vocational or technical education; it comprises two stages totalling seven years of study.

Secondary education (general). The organization of secondary education is uniform throughout the country. It is governed by the federal law of 1942, which defines its aims as the development of the personality of the adolescent, the strengthening of his appreciation of his responsibilities as a citizen and an individual, and his general preparation for the commencement of higher education.

The first stage of secondary education, lasting four years, is given in the *ginásio* or junior secondary school; the curriculum is the same for all pupils.

The second stage, lasting three years, is given in the *colégio* or senior secondary school. In contrast to the non-selective course at the first stage, it offers the choice between a classical and a scientific stream.

Physical education is compulsory for all pupils.

The organic law on secondary education stresses the importance of guidance for pupils in choosing their course of study or their profession. In fact, present-day secondary education, besides its traditional function of preparing students for higher education, is more and more assuming

the function of distributing and guiding pupils, in the light of their capacities and aptitudes, and directing them towards other branches of education. This is particularly noticeable when one considers how the first stage of secondary education leads on to courses at the second stage in commerce, agriculture, industry and other technical subjects.

The junior secondary school syllabus comprises the following subjects: Portuguese, Latin, French, English, mathematics, general history, general geography, Brazilian history, Brazilian geography, natural science, drawing, handwork and singing. The syllabus of the classical stream in the senior secondary school includes: Portuguese, Latin, French or English, Spanish, mathematics, physics, chemistry, biology, general history, general geography, Brazilian history, Brazilian geography and philosophy; the same subjects are studied in the scientific stream, except that drawing takes the place of Latin, but the stage to which science and philosophy are taken differs according to the stream.

Vocational and technical education. The main branches in this type of education are industry, commerce and agriculture, but there are also courses in plastic and applied arts, nursing and social work. They are at the secondary level and most of them equip students for admission to the university or to higher courses.

1. **Industrial education.** This takes place in the large industrial and technical schools and schools in which only one branch of instruction is given, including courses in home economics (*educação doméstica*). In 1949, 98,381 students were enrolled in these courses.

The industrial schools give a basic course of four years, with a certain degree of specialization in eight different sections: metal work, mechanics, electrotechnics, building, textiles, fishing, industrial and graphic arts. The technical schools are more highly specialized, with courses varying from three to four years. Graduates of the technical schools may proceed to higher education in preparation for careers in industrial chemistry or architecture.

The federal government maintains nine industrial schools and 14 technical schools for the whole country. In 1949, the number of vocational training schools financed by the states, municipalities and private organizations was 2,053.

2. **Commercial education.** The organization of commercial schools is the same throughout the country. The basic course lasts four years and is at the same level as the first stage of secondary education. This is followed by various technical courses lasting three years. Subjects taught include commercial administration, sales and publicity, commercial accountancy and secretarial training. At the higher level, commercial courses are provided in the faculties of administration¹⁰ or finance.

In 1949 there were 872 commercial schools with an enrolment of 87,709 students.

3. **Special industrial and commercial apprenticeship services.** Mention should be made of the opportunities for prevocational training available to adolescents and, in some cases, adults who are already working

in factories or commercial establishments and who have had little previous schooling. Part-time courses of varying length and in different trades are organized by the National Service of Industrial Apprenticeship (SENAI) and the National Service of Commercial Apprenticeship (SENAC), both of which are autonomous from the point of view of administration and are financed by contributions from industrial and commercial concerns (1 per cent of the total annual payroll). The activities of these services are at present being extended to all the major industrial or commercial centres. In 1949 nearly 150,000 apprentices were trained by these two organizations.

4. *Agricultural education.* Under legislation passed in 1946, agricultural education, under the supervision of the Ministry of Agriculture, is organized on the pattern of the other branches of intermediate education, so that it comprises two stages. The first offers a basic course of four years; the second, courses of specialized technical instruction lasting three years. Specialized training may be taken in agriculture, zootechnics, veterinary practice, agricultural industries, dairying and agricultural mechanics.

Courses in agronomy and veterinary medicine are given in higher schools of university standard.

Teacher Education

The training of primary teachers is governed by the organic law on the training of teachers, passed in 1946, which specifies that teacher education (*ensino normal*) is of secondary level (*segundo grau*) and that its purpose is to train the teaching and administrative staff necessary for the primary schools and to develop and spread knowledge and methods relevant to the education of children.

Teacher education comprises two stages. The first, of four years' duration, provides training for assistant teachers (*regentes*) in rural primary schools; the second,

lasting three years, furnishes training for primary teachers (*professores primários*). Teacher education also includes other more highly specialized courses for teachers wishing to acquire specialist qualifications in a given subject, and training courses in educational administration at the primary level.

The organic law makes provision for three types of establishments: the regional teachers' training college, which gives only the first-stage courses for the training of assistant teachers; the teachers' training college, which gives courses at the second stage of teacher training and also courses at the level of the first stage of general secondary education; and the institute of education which, in addition to ordinary teachers' training courses, offers specialized courses and courses in school administration.

The subjects included in the first stage of teachers' training are the following: Portuguese, mathematics, general and Brazilian geography, physical and natural sciences, elementary anatomy and human physiology, hygiene, elementary general history, psychology and theory of education, teaching practice, drawing and handwork, music, physical education.

The courses included in the second stage cover the following subjects: Portuguese, mathematics, chemistry and physics, anatomy and human physiology, hygiene and health education, educational psychology, educational sociology, drawing and handwork, methodology, music, physical education.

Graduates having completed the second stage of training at the teachers' training college or the institute of education may take various courses in the faculties of philosophy, science and arts, provided that they fulfil the entrance requirements. Higher education in these branches is thus open to primary teachers.

Secondary teachers (*professores secundários*) are recruited from among university graduates from the faculties of philosophy who have spent an additional year studying

GLOSSARY

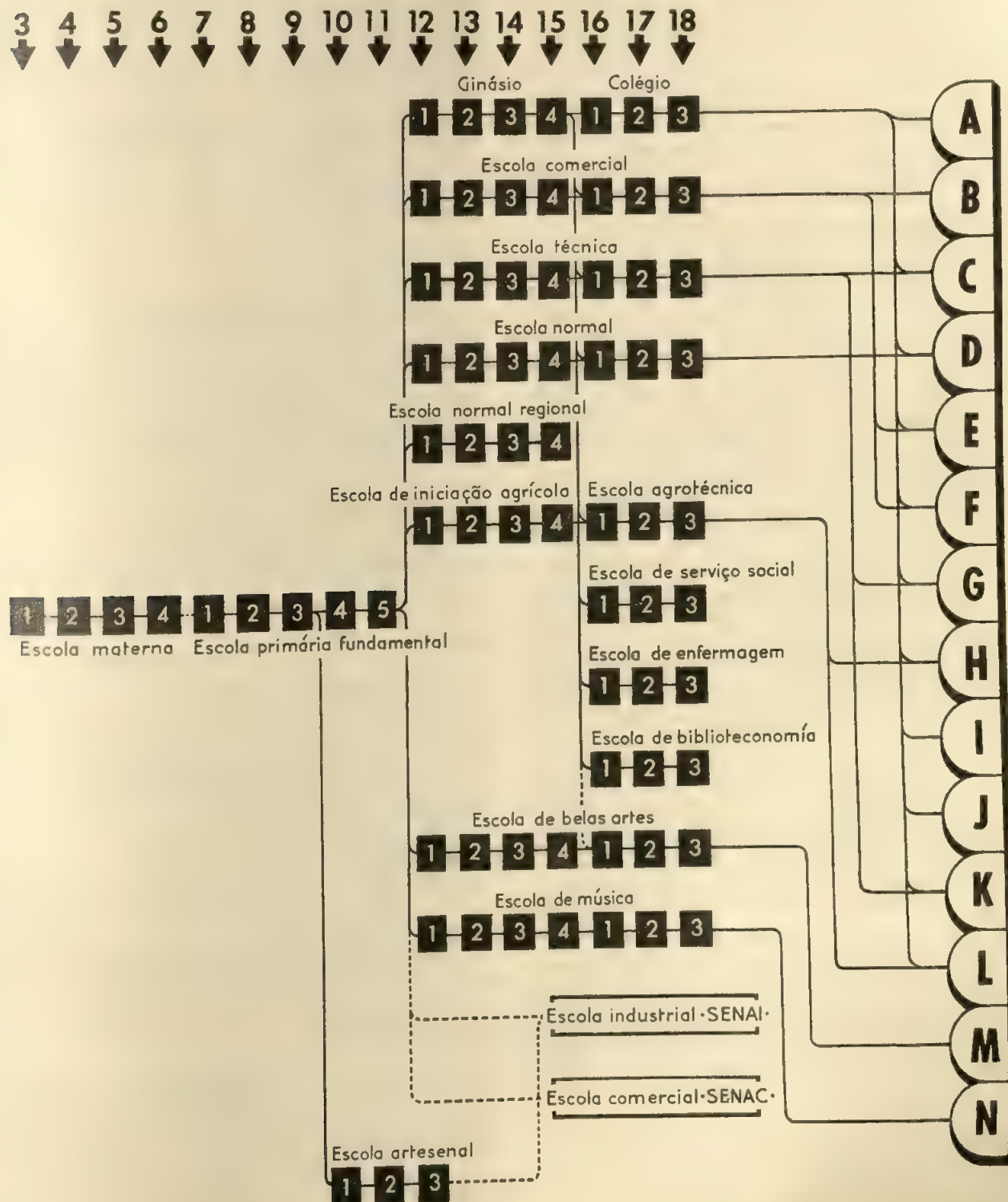
colégio: upper general secondary school with classical and scientific streams.
escola agrotécnica: upper vocational secondary school of agriculture.
escola artesanal: vocational training school.
escola de belas artes: vocational training school of fine arts.
escola de biblioteconomia: upper vocational secondary school of librarianship.
escola comercial: vocational secondary school of commerce.
escola comercial (SENAC): part-time vocational training courses in commerce for youths and adults organized by the National Service of Commercial Apprenticeship.
escola de enfermagem: vocational training school of nursing.
escola industrial: lower vocational secondary school of technical training.
escola industrial (SENAI): part-time

vocational training courses in industrial occupations for youths and adults, organized by the National Service of Industrial Apprenticeship.
escola de iniciação agrícola: lower vocational secondary school of agriculture.
escola materna: pre-primary school.
escola de música: vocational training school of music.
escola normal: teacher-training school.
escola normal regional: teacher-training school for teachers in rural schools.
escola primária fundamental: primary school with five classes, the first four termed *curso elementar*, the fifth *curso complementar*.
escola de serviço social: vocational training school for social welfare workers.
escola técnica: upper vocational secondary school of technical training.
ginásio: lower general secondary school.

HIGHER EDUCATION FACULTIES AND COLLEGES

A. *Medicina*: medicine.
 B. *Direito*: law.
 C. *Engenharia*: engineering.
 D. *Filosofia e Letras*: arts.
 E. *Ciências econômicas*: economics.
 F. *Administração*: administration.
 G. *Arquitetura*: architecture.
 H. *Agronomia*: agriculture.
 I. *Odontologia*: dentistry.
 J. *Farmácia*: pharmacy.
 K. *Química industrial*: industrial chemistry.
 L. *Veterinária*: veterinary science.
 M. *Belas Artes*: fine arts.
 N. *Música*: music.

DIAGRAM



education. Before receiving permanent appointments in the official schools, however, they must take a competitive examination (*concurso de provas e títulos*). Under the constitution, successful candidates hold their posts for life.

Higher Education

Higher education is open to all students who have completed the seven-year secondary course and, in certain branches, to students who have completed the second stage of intermediate education in special fields such as industry, commerce, agriculture, applied arts, social work, etc.

Courses of higher education vary in length from three to six years according to the subjects. The first university degree is the bachelorship (*bacharelado*), followed by the mastership (*licença*), which requires one additional year of study. The doctorate may be taken after two further years of study, during which the student prepares an original thesis.

Students are generally between 18 and 19 years of age when they begin their university studies. It may be added that higher education is open to women on the same basis as men, except as regards courses of training for military careers.

In 1952 there were 12 universities, comprising over one hundred institutions of higher education, maintained by public and private funds. The official universities are the universities of Brazil, São Paulo, Minas Gerais, Porto Alegre, Bahia, Recife, Parana, and the Rural University in the neighbourhood of Rio de Janeiro. The Catholic universities (Porto Alegre, São Paulo, Rio de Janeiro and Belo Horizonte) and Mackenzie University (São Paulo) are private.

Besides these universities there were, in 1949, over one hundred independent schools and faculties of higher learning. More than half were maintained by private agencies and the others by the federal government or the states.

Figures for 1949 show a total enrolment of 37,589 students in higher educational establishments. There is a tendency, worth noting, for the universities to become federal institutions, those which used to receive grants-in-aid from the states or from private organizations gradually coming more and more under the authority of the federal government. There is also a tendency, in many cases, for independent establishments to merge with the universities.

With the exception of the Rural University, which is a centre for training and research in agricultural science and related subjects, all the universities include schools or faculties of philosophy (giving courses in philosophy, science, arts and education), law, engineering, medicine, dentistry and pharmacy (generally attached to the schools or faculties of medicine). Most universities have faculties of economics, administration or finance, and three have schools of fine arts.

There is a federal law laying down the conditions for the appointment and promotion of teaching staff employed in higher education (*carreira do magistério*) on the basis of 'gradual and successive access'; the system of grades includes instructors (*instructores*) and assistants (*assis-*

tes), both appointed by the head of the establishment on the proposal of the head of the department; associate professors (*professores adjuntos*) and established professors (*professores catedráticos*), appointed on a competitive basis, the former by the head of the establishment and the latter by the president of the republic. Under the constitution, established professors hold their appointments for life. The teaching staff also includes lecturers (*livre docentes*), professors under contract (*professores contratados*), and teaching and research assistants (*auxiliares de ensino*), appointed by the university authorities for a specified length of time.

Academic freedom is guaranteed by the constitution.

Special Education

Throughout the country there are public and private institutions providing special education for children suffering from physical, mental or psychological handicaps; but these institutions are not yet sufficient in number. Remedial education is provided for physically handicapped children, for children in hospital schools, for whom courses and periods of training are organized, for blind children or those with defective sight, and for the deaf-and-dumb or children with defects of speech or hearing. The instruction given is general in character, followed by courses of vocational training. For juvenile delinquents there are rehabilitation courses in agriculture and industry.

Private institutions, some of which are subsidized by the federal government, also look after maladjusted or handicapped children.

EDUCATION AND STATUS OF TEACHERS

Each state makes its own regulations governing the status of its primary school teachers and training college staffs. Most of the primary school teachers are appointed for life. After 25 or 30 years' service, depending on the state, they may claim their right to retirement on full pay.

In some states, these teachers receive an increase in salary every five years.

Secondary school teachers are appointed for life, after competitive examination.

The federal constitution allows an individual to hold two posts, either both in education or one in education and the other in a related branch of activity calling for technical qualifications.

Secondary teachers employed by the federal government are entitled to retire on full pay after 35 years' service.

ADULT EDUCATION

The 1940 census revealed that 55 per cent of the population aged 15 years and over was still illiterate. This led the Brazilian Government to undertake a large-scale campaign of popular education which was fully organized in 1947 and is now known as the Campaign of Adult Education.

Twenty-five per cent of the annual income of the National Fund for Primary Education goes to the campaign but it has also secured the support of private agencies.

In addition, in 1948 and 1949, special appropriations were granted by the Legislative Assembly. In 1950 the budget for the campaign provided for services to the amount of 60 million cruzeiros. By 1949, 15,200 literacy classes had been organized, more than a third of them in rural areas. They were attended by nearly 800,000 pupils. A programme of audio-visual instruction has also been started and 1,500 projectors and 12,000 filmstrips, besides 225,000 wall-newspapers, have been distributed.

The three-year period from 1947 to 1949 had been planned as a period of mass attack; 1950 was to be a year of consolidation. A number of activities have been carried out, such as the organization, in co-operation with the Ministry of Agriculture, of 'regional adult education missions' in the rural areas; the intensification of the visual aids programme and wide distribution of printed material, the development of radio programmes of popular educational value by the broadcasting station of the Ministry of Education and the distribution of educational records to local stations already co-operating in the campaign; and the organization of vocational training centres. In 1950, the number of literacy classes had risen to 16,500 and by 1951 to 17,200. From 1947 to 1952, the Ministry of Education arranged for the free distribution of 6 million readers.

SCHOOL WELFARE SERVICES

Most primary schools have co-operative organizations known as school welfare funds (*caixas escolares*), parent-teacher associations, and medical and dental services financed by the government. In the last ten years, school meals services have been organized in the urban schools and in many rural schools.

TRENDS AND PROBLEMS

Foremost among the problems arising out of education in Brazil stands that of providing elementary education for all children of school age. The figures for 1945 showed that, out of a total school-age population of 6,700,000 children, only 3,200,000 were enrolled in the schools. The position was particularly serious in the rural areas, which make up 70 per cent of the country. While the non-attendance rate for the towns was 15.63 per cent, it was as high as 66.93 per cent in the rural areas. The situation is due to historical, economic and demographic factors. Brazilian education, from colonial times to the Empire, was always almost exclusively designed to train an elite, from which the members of the government, the principal state bodies, and the liberal professions were recruited.

The Republic, established in 1889, continued this

tradition, leaving secondary and higher education to the union and entrusting primary education to local (state and municipal) authorities. This structural pattern still survives, although the laws now in force lay down that the directives and bases of national education shall be established by the union. It must also be borne in mind that the average population density for the whole country is six inhabitants to the square kilometre. In two-thirds of the territory it is in fact lower than two inhabitants to the square kilometre.

To assist the states in coping with this situation, the government in 1945 issued new regulations for the National Fund for Primary Education and, by means of agreements with the states, took special emergency measures which may be listed under three headings: the school building programme, the literacy campaign for adolescents and adults, and the programme for the training and specialization of teachers and educational administrators.

This action by the federal government has proved extremely effective. By 1949, 6,000 new schools had been built; and every year some 200 teachers and officials engaged in educational administration from various parts of the country attend the courses organized by the responsible department of the Ministry of Education, the National Institute of Educational Studies (INEP). As for the literacy programme, it has developed into a large-scale adult education campaign. It may be said that the impact of this threefold action by the federal government is being felt in ever-widening circles and at every level of education.

At the same time, changing social and economic conditions have made it necessary to reorganize educational institutions and curricula to adapt them to the new circumstances. Brazil is rapidly passing from the period of extensive agriculture to that of scientific agriculture and industrial production. It is now imperative to provide the newly established industries with skilled workers who have had a full and thorough training. It is also essential to train qualified people for work in commerce, social service and the public services.

In order to attain these ends, the federal government, in 1951, set up a commission on the further training of senior personnel (*Comissão de Aperfeiçoamento de Pessoal de Nível Superior*). This commission is responsible for enquiring into any questions affecting personnel, co-ordinating its work with the United Nations Technical Assistance Programme, and organizing a national fellowship scheme.

Present-day educational institutions and programmes thus reflect the new trends which are becoming apparent, and are being adapted to meet new needs. Brazilian education—so long the privilege of the ruling few—is now seeking to offer more adequate and more varied educational opportunities for all, in an increasingly democratic spirit.

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1. SUMMARY OF SCHOOL STATISTICS, 1949/50

Level of education and type of school	Institutions	Teachers	Students
Pre-school			
Nursery schools	34	56	1 749
Kindergartens	1 378	2 648	82 095
Primary			
Primary courses, lower	56 636	111 210	4 208 280
Primary courses, upper	2 869	4 936	85 138
Primary courses, supplementary ¹	17 423	19 613	798 625
Secondary			
<i>General</i>			
General secondary schools	1 766	...	360 271
<i>Vocational²</i>			
Schools of agriculture	121	...	10 271
Schools of home economics	...	...	...
Schools of industrial arts	2 076	...	98 381
Schools of commerce	872	...	87 709
Schools of music and fine arts	1 045	...	27 840
<i>Teacher training</i>			
Teacher-training courses	708	...	35 647
Higher			
Universities and higher schools	383	...	37 589
Special			
Schools for abnormal children	...	...	...
Other³			
Other schools	2 349	...	231 643

Source. Brasil. Conselho Nacional de Estatística, *Anuário Estatístico do Brasil* Ano XII, 1951. Rio de Janeiro, 1952.

Note. Figures refer to the year 1950 for pre-school and primary education, and to the year 1949 for the other levels.

1. For adolescents and adults.

2. Including all levels of education.

3. Various types of courses, i.e. general, vocational and supplementary, not otherwise included in this table.

2. HIGHER EDUCATION, 1947

Faculty	Students enrolled
All faculties	37 238
Law	7 830
Literature	3 123
Medicine	7 859
Theology	1 797
Agriculture	1 073
Dentistry	2 457
Fine arts	2 765
Chemistry	605
Engineering	5 287
Economics, including administrative and social sciences	2 480
Physical education	224
Pharmacy	985
Educational science	450
Veterinary science	303

Source. Brasil. Conselho Nacional de Estatística.

Note. In 1946 female enrolment was 17 per cent of total.

BULGARIA

Total population (1951 midyear estimate): 7,310,000.
Total area: 110,842 square kilometres; 42,800 square miles.
Population density: 66 per square kilometre; 170 per square mile.
Total enrolment (1949): 869,000 in elementary and primary schools.

LEGAL BASIS

The most recent changes in the law on public education have created a 'general secondary school' with a course extending over 11 school years. The prevailing types of school in Bulgaria are thus: (a) the elementary school (four-year) and the primary school (seven-year), or (b) the secondary school (11-year).

After 9 September 1944, when Bulgaria was liberated from the fascist régime, a host of new problems confronted the educational services.

The new course of educational development was expressed in Article 69 of the Constitution of the Popular Republic of Bulgaria; this reads as follows:

'Every citizen has a right to education. Education is lay and infused with a democratic, progressive spirit. Ethnic minorities have the right to instruction in their mother tongue; they also have the right to develop their own national culture, although the study of the Bulgarian language is compulsory.

'Primary education is compulsory and free.

'Schools belong to the State. The passage of a law is necessary when private schools are established; such schools are placed under State control.

'The right to education is assured by the schools, the institutes of teaching and of education, the universities; by scholarships, boarding facilities, financial and special assistance to particularly gifted pupils.'

ADMINISTRATION

To meet these new problems, educational administration has been radically changed. The whole administration of the schools is based on a principle of democratic centraliza-

Prepared by the Ministry of Public Instruction, Sofia, in 1951 and revised according to published sources in May 1953.

tion with line-and-staff direction. The system is organized as follows:

Central Administration

The Minister of Public Instruction takes general charge of education and is concerned mainly with policy affecting the schools and teaching. He exercises control at the highest level over all the services and works connected with public education. The Minister is assisted by deputy ministers.

The central administration of the Ministry comprises divisions for: vocational, primary, secondary education, institutes and part-time education for teachers; pre-school or out-of-school education, teaching, inspection, physical education, planning, staff matters, accounting, 'work and salaries', equipment, 'complaints', and administrative services.

Popular Councils in the Provinces

Within every provincial popular council there has been set up a board of public education, headed by a chief officer.

Two provincial inspectors (or three if necessary) are attached to each board; they control the school system in conformity with the regulations of the Ministry and the instructions of the chief officers.

The provincial staff are placed directly over the chief education officers in local authorities.

Popular Local Councils

All popular local councils have established sections or bureaux of public education with a chief officer. Attached

GLOSSARY

detska gradina: pre-primary school.

dopulnitelni praktičeski promišleno-zanajčijski učilišta: vocational training schools for trades, arts and crafts, and industrial occupations.

institut za učiteli: teacher-training college.

obštubrazovatelna gimnazija: general secondary school.

progimnazija: upper cycle of complete (seven-year) primary school.

promišleno praktičesko učilište: vocational training school for industrial occupations.

purvonačalno učilište: lower primary school or lower cycle of complete (seven-year) primary school.

selskostopansko praktičesko učilište: vocational training school of agriculture.

tehnički gimnazii: vocational secondary schools.

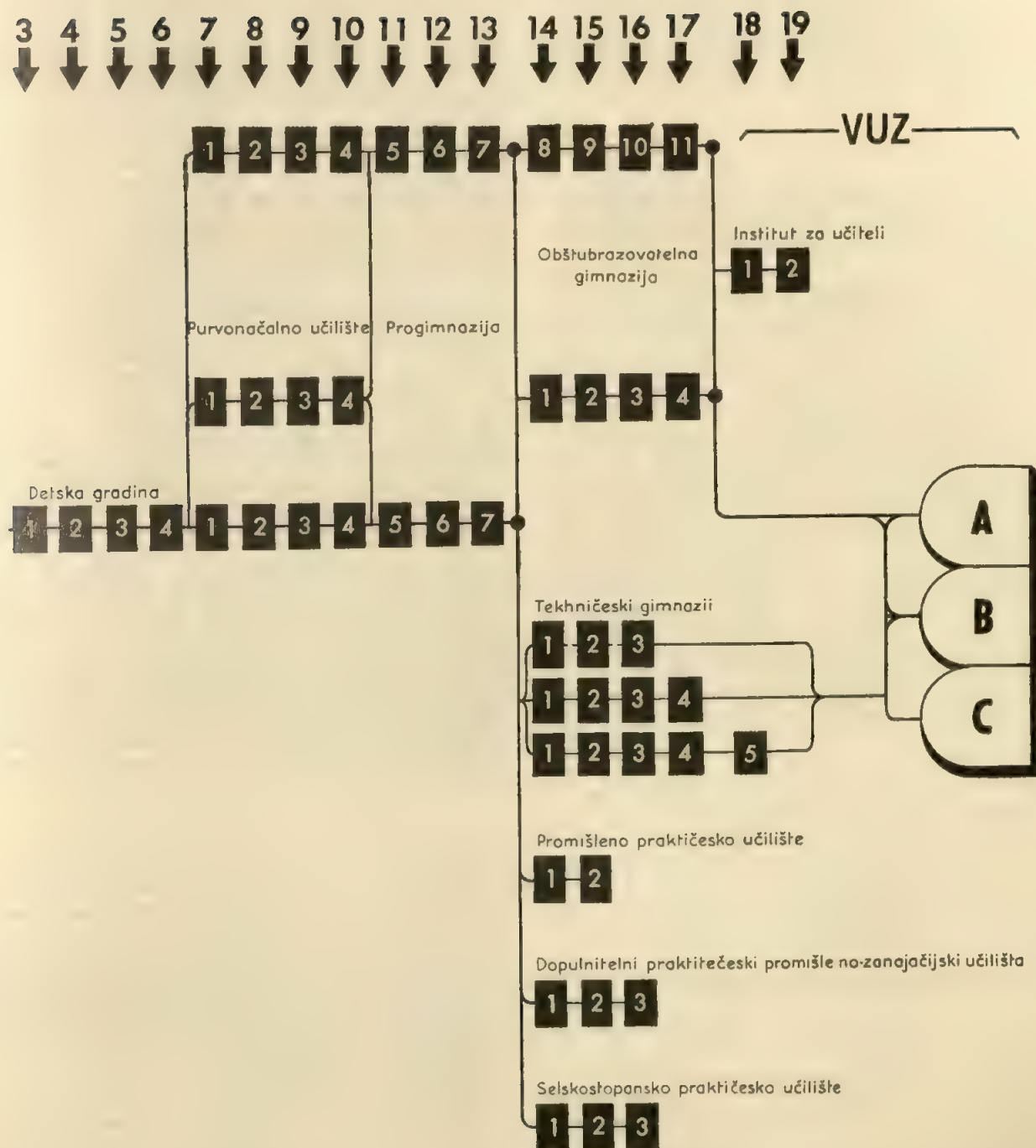
INSTITUTIONS OF HIGHER EDUCATION (VUZ)

A. University; faculty of arts, law, science, etc.

B. Academies of agriculture, commerce and medicine.

C. Polytechnic.

DIAGRAM



to him are the local school inspectors who supervise schools in keeping with the instructions of the Ministry.

Within the popular local and popular urban councils there are also educational commissions which assist and direct the work of the education sections or departments.

The several popular councils have responsibility for the material upkeep of schools.

ORGANIZATION

The system is democratically based. Every child has the opportunity of completing the studies of a general secondary school or of a vocational school, and of continuing to university education. This is made possible by a large network of kindergartens, primary, secondary and technical schools and universities.

The child receives his earliest training in the home. For children up to 3 years of age there are permanent crèches, designed for orphans, day crèches for children with parents, and weekly crèches for children whose parents are employed on productive work.

The kindergartens take children up to the age of 7 years: these may be daily, half-daily, weekly or seasonal. Seasonal kindergartens are open only during the summer. The day kindergartens are intended for children whose parents are employed in production.

Education is compulsory and free for children between the ages of 7 and 15, corresponding to the seven classes of the primary school. On leaving the kindergarten, children may enter an elementary school (with a four-year course), one of which is to be found in every community. The equivalent classes in the seven-year primary school or the full 11-year school are identical with the elementary course, and pupils completing the elementary school pass to the fifth class of a primary or 11-year school. At the conclusion of the seventh class a primary school leaving certificate is taken.

Pupils with physical or mental defects are placed in special schools, such as schools for the blind, the deaf-and-dumb, the backward, and schools of re-education for children with anti-social tendencies.

Following on the primary school or the seventh class of the 11-year school children may leave school or enter the secondary (*gymnasium*) stage of education. Those going to work have the opportunity to continue their studies on a part-time basis. Access to the secondary schools is open to all who have the primary school certificate, but some vocational schools require an entrance examination. The general secondary school curriculum has been reformed, and ancient languages are now postponed to the university level.

Vocational education is provided in various types of institution at the post-primary level. Vocational training and refresher courses cater for students who are already working. Practical vocational schools have a two- or three-year course with a curriculum directed to agricultural, commercial, industrial or home economics subjects. Some of these schools are trade schools established in factories. The vocational secondary school or *gymnasium* is parallel to the general school. The four-year course is specialized for agriculture, commerce, technology; and some of the

industrial types are associated closely with enterprises. The final examination of such schools gives access to specialized institutions of higher education on the same terms as the leaving certificate of general schools.

Higher education is provided in institutes, academies and universities, to all of which the term VUZ is applied. Studies last from four to six years and lead to diplomas and degrees.

Institutions of higher education are open to all students who have successfully completed the general secondary or the vocational schools. While the general secondary school leads to all academies and faculties of the university, the vocational schools give access only to faculties that are closely related to their curricula. Thus, for example, boys from the technical school may enter only the Polytechnic. However, students from vocational schools may acquire the same standing as those from the general secondary schools by passing an examination of equivalence.

There are two universities, in Sofia and Stalin; a State institute of technology in Sofia, an institute of economics in Svishtov; a physical culture institute; separate academies for fine arts, music, drama; an academy of agriculture; and in 1950 the medical faculty of the university was transformed into an independent medical academy.

Adult education takes various forms. Adult evening schools provide formal education for those who have not had the opportunity of attending school: the illiterates' school, with a course of one year; the school for new literates, lasting another year, and corresponding to the elementary course; and the adult pre-*gymnasium* and *gymnasium*, which with courses of two and four years respectively provide the curriculum of classes 5 to 7 and 8 to 11 of the regular school system. In the main industrial centres throughout the country there are workers' classes for preparing students to enter VUZ. In addition, clubs set up libraries, reading rooms, study circles, theatres, etc., which play an important part in the scientific and political education of the masses. In 1948 these clubs numbered 4,000.

TRAINING AND STATUS OF TEACHERS

Teachers for the elementary school and kindergarten are prepared in the specialized or teacher-training secondary school, where two of the four years are devoted to vocational education. The teacher-training college provides a two-year course after secondary education for those who intend to become teachers of the intermediate classes (5 to 7); and teachers of the highest classes of the unitary school (8 to 11) have to possess a university degree from the faculty of arts and science.

All schoolteachers are appointed by the board of education of the provincial or local councils.

Promotion is open to teachers who pursue higher education by part-time study: primary teachers can qualify themselves for posts in the middle course, and teachers of the middle course may pass on to the highest course.

Teachers are entitled to retire after a minimum period of 25 years of service, and at the age of 55 years. All teachers belong to a social insurance scheme and they and their families are entitled to free medical services.

SCHOOL WELFARE SERVICES

School Health Services

In most schools there is a physician-teacher who takes care of the hygiene and health of the pupils. Schools which have no doctor are similarly served by one of the State doctors of the locality.

Youth Movements

Pupils from 7 to 14 years of age are enrolled in the children's organization *Septemvriitché*. Adolescents over 14 may join the Dimitrov Union of Popular Youth.

The *Septemvriitché* organization is a branch of the Dimitrov Union, and is controlled by it. Almost all schoolchildren are members of this organization, which provides considerable activity in ideological education.

The most important task of the youth movement in the schools is to assist the popular school to achieve its basic aim—socialist education of the young.

The main duties of youth in the collective life of the school are to learn thoroughly the subjects taught, to develop among pupils a disposition for a socialist attitude toward different problems; to develop an attitude of responsibility with regard to studies, to guide their conduct inside and outside school; to develop their love for work, and their zealous and active participation in the whole life of the group.

By means of conferences, lectures, etc., the youth organization in the schools shows the great force of knowledge in the field of progressive science and thus contributes to training the pupils in Marxist-Leninist concepts.

The youth union takes a very active part in organizing various school clubs—such as clubs for literature,

history, Michurin science, etc. In these clubs the pupils extend and deepen the knowledge they acquire at school.

The Dimitrov Union of Popular Youth arranges mathematical and scientific competitions and tours for studying the country's wealth; it takes part in youth festivals, sporting competitions, etc.

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SUMMARY OF SCHOOL STATISTICS, 1949/50

Level of education and type of school	Institutions	Teachers	Pupils
Kindergartens	1 452	2 180	59 924
Elementary and primary (seven-year) schools	6 420	31 988	869 010
Secondary schools	253	4 893	129 396
Vocational			
Factory-workshop schools	50	184	4 811
Practical schools	82	886	22 039
Secondary vocational schools	2	12	261
Vocational refresher schools	25	27	4 717
Universities and institutes (1952)	19	...	29 639

Source. *Bolšhaja sovetškaja enciklopedija*. Moskva.

B U R M A

Total population (1951 midyear estimate): 18,670,000.
Total area: 678,000 square kilometres; 262,000 square miles.
Population density: 28 per square kilometre; 71 per square mile.

National income (year ending 30 Sept. 1950): 2,689 million kyats.

LEGAL BASIS

There is no comprehensive legislation laying down the educational system of the country. The legislature, however, has recently approved a resolution on an edu-

Public expenditure on education (1951, estimated): 46 million kyats.

Official exchange rate: 1 kyat = 0.209 U.S. dollar.

Based on official sources, prepared in June 1953.

cation plan for the Welfare State, the aim of which is to ensure that all citizens not only have basic knowledge of the three R's but can efficiently perform their duties as union citizens and perpetuate democracy within the union. The Constitution of the Union of Burma also

accepts in principle a system of free and compulsory universal primary education of all children from 6 to 10 years of age. For the eradication of illiteracy in the country, the Mass Education Act (Act 59) of 1948 created the Mass Education Council which directs the campaign.

ADMINISTRATION

Full responsibility for the education of the country is vested in the Minister of Education. Under him there is the secretary to the government in the Ministry of Education, to assist in the formulation of policy and to act as liaison with other ministries to the government, and the Director of Public Instruction, who is charged with the duty of carrying out the policies decided upon by the government. The administration of education is highly centralized, and the Director of Public Instruction is responsible for the direction and control of all aspects of education including inspection, curricula, teacher training, provision of schooling, compulsory education, etc. The Director of Public Instruction has four separate divisions under him, each under a responsible officer, concerned with teacher training, curriculum, inspection and compulsory education. The headquarters and the circles and subcircles have the necessary complement of staff to administer education at different levels.

Besides the State schools, there are a large number of private schools run by Buddhist monks attached to the pagodas and called monastery schools; Chinese schools, organized by resident Chinese; and Indian schools set up by Indian settlers. These schools are considered to be outside the educational system of the country.

A pilot project on compulsory education is in operation in an area near Rangoon having 2,943 children. The age of compulsion in the experimental area is 7 to 9 years.

Finance

Educational expenses of all State schools are met by the central government out of funds derived from general revenues. Education in all State schools (primary, middle and high school) is free. Students are also exempted from the payment of athletic, stationery and library fees, the schools receiving subsidies from the government to cover expenditure on these items. Private schools are not given any grants-in-aid, but through the Mass Education Council, grants are given to 1,000 Buddhist monastery schools to cover the cost of books, equipment and furniture, as an indirect means of furthering the cause of adult and fundamental education.

ORGANIZATION

Pre-primary Education

Most of the pre-primary schools, such as nursery schools, crèches, etc., are run by private organizations, but an extra infant class has been added to most of the State primary schools for children of 5 years of age. Provision for pre-primary education is, however, very inadequate. The

teaching in pre-primary schools takes the form of organized play, involving the use of educational toys and apparatus.

Primary Education

Primary schools consist of four forms (I to IV) for children of 6 to 10 years. The medium of instruction at this stage is Burmese, except in schools where the mother tongue of the pupils is one of the vernaculars. The curriculum includes general subjects, with other subjects such as general science, school gardening, art and handicrafts.

Secondary Education

Secondary education is divided into two sections: middle schools of three forms (V to VII) for children of 11 to 14 and high schools of two forms (VIII and IX) for children of 15 and over. All high schools have middle and primary school sections and all middle schools have the primary section in the same building. The medium of instruction at the middle and secondary stage is Burmese. Middle schools in urban areas follow the usual academic curriculum but with a technical and commercial bias; while in the rural areas emphasis is on agriculture and handicrafts. In the high school stage education is diversified into academic, agricultural and technical, although most of the schools at present are of the academic type. The curriculum of the academic type, however, includes, besides the common core of subjects, medical preparatory classes, general workshop, home-making for girls, and business training.

Vocational Education

There are a few vocational and technical high schools providing training at post-middle school stage, calculated to produce technicians and craftsmen. The courses are of various types and last for two to three years. These institutions are expected to have well-equipped workshops and laboratories but are at present poorly equipped. The Insein Technical Institute, however, which provides education at post-high school level, is fairly well equipped.

Higher Education

There is a university at Rangoon which provides education at various levels: the intermediate, both arts and science, consisting of two years; the first degree level in arts, science, commerce, law, agriculture, medicine and engineering; and the master's degree level in arts and science. The first degree in arts and science is of two types, namely pass and honours—the former being of two years' duration and the latter three years. The master's course consists of one year for honours graduates only, although there is provision for pass graduates to attend a two years' qualifying course before proceeding to the master's course. Honours graduates are allowed to spend two years on the master's course and most of the students avail themselves of this.

Teacher Training

There are only two teacher-training colleges, providing

each a one-year course for primary school teachers and a two-year course for middle school teachers. Hence, pending the setting up of three new teacher-training colleges, plans for which have already been formulated, provision has been made for sufficient emergency teacher-training classes with a shortened course. The curriculum of teacher training is of the conventional type, but is now being revised to cater for the needs of the Welfare State.

ADULT AND FUNDAMENTAL EDUCATION

The Mass Education Council, formed in February 1949, is now running 125 adult education classes attended by 10,000 persons. These classes are set up by an organizer stationed in a village centre for about six months. The organizers mobilize voluntary social workers from the locality and train them to carry on the work themselves with occasional help from the council. The mass education organizers are trained in a special training centre for adult education workers for a period of six months.

STATUS OF TEACHERS

There has been some improvement recently in the scale of pay of teachers and in their conditions of service. The teaching profession, however, is still less remunerative than other comparable professions and the social status of teachers is comparatively low.

TRENDS

According to the resolution passed on the education plan for the Welfare State, the entire educational system is being reorganized to improve the available facilities, both quantitatively and qualitatively, in such a way that universal compulsory education for children and fundamental education for adults may be provided to make the people useful workers, parents and citizens in a democratic society and to bring about the social, economic and cultural advancement of the country.

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1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in thousand kyats)

Item	Amount	Item	Amount
Total	* 46 000		
General administration, inspection, etc.	9 500	Teacher training	300
Primary	20 200	Higher	5 000
Secondary		Subsidies to private education	1 100
General	10 000		
Vocational	100		

Source. Central Statistical and Economics Department, Rangoon.
Note. Official exchange rate: 1 kyat = 0.209 U.S. dollar.

2. SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Institutions	Teachers	Students	Level of education and type of school	Institutions	Teachers	Students
Primary				Secondary			
<i>Standards I to IV</i>				<i>Standards V to X and pre-university classes</i>			
State schools	5 138	10 815	595 873	State schools	416	4 612	81 269
Recognized and unrecognized private schools				Recognized and unrecognized private schools			
Municipal schools				Municipal schools			
Higher							
University of Rangoon				1	...	* 4 000	

Source. Office of the Director of Public Instruction. Burma.

Note. Figures refer to the third quarter of 1952.

CAMBODIA

Total population: 3,750,000.

Total area: 180,000 square kilometres; 69,000 square miles.

Population density: 21 per square kilometre; 54 per square mile.

Population within school age limits: approximately 600,000.

Total enrolment: 200,000.

Enrolment of girls as percentage of total: 27 per cent in Franco-Khmer primary schools.

Illiteracy rate (estimate): 50 per cent.

Total revenue: 1,200 million piastres.

Public expenditure on education: 150 million piastres.

Official exchange rate (1952): 1 piastre = 0.04857 U.S. dollar.

Prepared by the Ministry of National Education, Youth and Fine Arts, Phnom-Penh, in January 1953.

LEGAL BASIS

Though section 11 of the Cambodian Constitution lays down the 'freedoms, rights and duties' of the citizen, it says nothing about the right to education and instruction. This, however, is only an oversight, since Cambodia has signed the Universal Declaration of Human Rights and is a member of Unesco.

The fundamental legislation governing education is still full of gaps. The regulations in force in primary and secondary education, in particular, are still to a large extent those laid down for the Indo-Chinese Union as a whole by the order of 21 December 1917.

A new educational code is now under consideration, and a number of measures have already appeared. These are Decree No. 197 NS. of 3 July 1951, reorganizing the inspectorate of primary schools, and Decree No. 342 NS. of 8 October 1951, reorganizing the Ministry of National Education.

Two recent decrees have been signed by the king. The first transformed the National Institute of Legal and Economic Studies into a real establishment of higher education, providing preparation for the licentiate in law. The second decree set up the Institute of Cambodian Civilization, which is now in process of organization.

ADMINISTRATION

The Ministry of National Education is responsible for the whole of public education, except for the technical schools, which come under other ministries. It lays down the curricula, appoints and pays the teachers, controls the school inspectorate, provides school supplies, and in principle bears all the costs of education.

The Minister is assisted in his work by a number of bodies: the Consultative Council of Public Instruction, which examines such questions as may be submitted to

it by the Minister; the Cultural Commission for the enrichment of the Khmer language; the commission for the preparation of school textbooks; the National Commission for Unesco; the commission for national scholarships; the bureau for Cambodian students abroad.

In addition to the Minister and his principal private secretary, the staff of the Ministry includes a director of public instruction, a chief inspector of primary education, 17 primary inspectors and a director of physical training, sports and popular education.

The Minister is assisted in the organization and technical supervision of secondary education by a secondary school inspector who is a French university *agrégé*.

Finally, a French expert is more particularly responsible for cultural questions as a whole, for relations between the Ministry, Unesco and the International Bureau of Education and for the preparation of international or regional conferences in which the Ministry is interested.

School Inspection

Supervision of the modernized pagoda schools is the responsibility of special religious or lay inspectors, who come under the primary inspector of each province.

Elementary and complementary schools are supervised by primary inspectors recruited by competition.

Lycées and *collèges* and the teacher-training school are inspected by a secondary school inspector seconded from the French establishment.

Private Education

Primary education is provided by Cambodian, Viet-Nameese, French and Chinese private schools. The opening of such schools is subject to the previous authorization of the Ministry of National Education.

FINANCE

The education estimates, prepared by the Minister of National Education, are submitted for approval to the cabinet before being voted by parliament.

The national budget bears the entire cost of the salaries of the teaching staff, school supplies, building and maintenance of premises. It provides a large number of scholarships, which are awarded with great liberality. No assistance or subvention has up to now been granted to private education, which is generally run on profit-making lines.

No funds from any other official source are available for education. There are, however, in each province societies of Friends of Education who endeavour to collect sums (which sometimes reach large totals) with a view either to building new classrooms or to replacing primitive premises by more suitable quarters.

The State, as indicated above, bears the cost of all new building connected with the public education system. It takes no financial part in the establishment of private schools.

The whole of the school supplies (except for help from the Friends of Education) is provided by the Ministry:

School books and stationery are to a considerable extent supplied free, especially to necessitous pupils, in particular those attending country schools.

To sum up, public education is free at all grades, and the fact that many boarding or maintenance scholarships are awarded shows the great interest which the Ministry of National Education and the government as a whole take in the development of education.

ORGANIZATION

Primary Education

Franco-Khmer primary education. This comprises two stages of three years each: the lower primary or *cycle élémentaire* (the classes termed infant, preparatory and elementary respectively) and the *cycle complémentaire* (first and second year of middle class and higher class). At the end of the six years, pupils sit for the complementary school certificate (CEPC). In the infant class the teaching is given in Cambodian. French is first introduced in the preparatory class.

Khmer primary education. This is given in the modernized pagoda schools, which are run by Bonzes and function in the pagoda enclosures. The course lasts three years (infant, preparatory and elementary classes) and instruction is entirely in Cambodian. Pupils may obtain a Khmer elementary school certificate at the end of the course.

These schools constitute a provisional solution of the shortage of teaching staff and school premises. They are due to be progressively replaced by Franco-Khmer primary schools.

Secondary Education

This is divided into two stages; the first prepares for the Franco-Khmer secondary diploma, which may be awarded after a four-year course (the classes being numbered, in the French way, from sixth to third); the second prepares for the *baccalauréat*, which is obtainable after an additional three years (second, first and mathematics or philosophy forms).

Vocational and Technical Education

This comprises apprenticeship centres, workshop schools, a technical college, and a school of Cambodian arts.

The apprenticeship centres are confined to two trades: shoemaking and dressmaking (cutting and tailoring), and the courses last two years. The only aim of the centres is to train local craftsmen, who have been completely lacking in the past, shoemaking and dressmaking being monopolized by foreign labour.

The workshop schools provide a two-year course which prepares for entrance to the technical college. The pupils receive additional general education and acquire familiarity with the technical vocabulary and the tools.

The technical college is a secondary educational establishment with an attached apprenticeship centre. The pupils are selected by competitive examination from those

leaving the workshop schools. After a year's trial, some of them go on to the apprenticeship centre, on leaving which they may be awarded a trade proficiency certificate; while the others spend three years at the college, after which they can take a trade certificate corresponding to their speciality: fitting, coppersmith's work, electricity or carpentry. Certificate holders of the technical college will either become shop foremen or be employed as skilled workers in one of the various industrial businesses.

The School of Cambodian Arts provides a four-year course for the training of craftsmen for the traditional local arts: goldsmith's work, sculpture, enamelling, lacquering, silk weaving, etc. Former pupils of the school have formed a group for the purchase of raw materials and the sale of their work.

Higher Education

The national budget provides a certain number of scholarships for the benefit of students who wish to pursue higher studies, particularly in France. In Cambodia itself there is a National Institute of Legal and Economic Studies, open to holders of the *baccalauréat* and of the secondary school certificate, who after a two-year course can take a diploma (*bachelier en droit*) or the qualifying law certificate. Since the beginning of the 1952 university year, there has been a third-year course, which will allow bachelors of law to become licentiates in law. The institute has thus become a law faculty, which is placed under the patronage of the Dean of the Paris Faculty of Law.

The principal object of this institute is to train civil servants (legal department and administrative and financial department). It thus replaces the Cambodian School of Administration (or Kromokars School), which is due to be closed.

Specialized Schools

A number of ministries provide out of their own funds for schools for the technical training of their staff: the Ministry of Public Health maintains a school of health officers, with a four-year course. This is the first step towards a future school of medicine; the Ministry of Public Works, a school of public works foremen for training assistant engineers: two-year course; the Ministry of National Economy has two types of school, the National School of Agriculture and Stock-breeding (three-year course for vocational training of inspectors of agriculture, animal diseases and stock-breeding—and of agricultural technicians) and the School of Forestry (training inspectors of rivers and forests: three-year course); the Ministry of National Defence runs a school for training officers in the Khmer national army (A.R.K.). In principle, candidates for the schools mentioned above should hold the *baccalauréat*. If there are not enough of these, the number is made up by a competitive examination among holders of the secondary school certificate.

The Ministry of Public Worship maintains a Buddhist institute for the study of and research on Buddhism; and a higher school of Pali provides advanced courses in Pali, principally with a religious objective.

Teacher-training

Franco-Cambodian primary schools. The teaching staff is divided into the following categories, according to training:

1. Teachers. They must hold the secondary school certificate and the teacher-training school certificate, which they may obtain after a year's supplementary course devoted to professional training.
2. Assistant teachers or *auxiliaires* must hold the complementary school certificate and are recruited by competitive examination. Many of them have carried their secondary studies as far as the fifth or fourth, and sometimes even as far as the third form without having been able to get the certificate. Before taking up their duties they must attend an accelerated teacher-training course during the summer holidays.
3. Pupil teachers or *moniteurs*. These are chiefly employed in the first stage of primary education and are recruited by competitive examination from candidates holding one of the following qualifications: higher Bonze teacher's certificate (two-year course at the Bonze Higher School), traditional education teacher's certificate (modernized pagoda schools), or diploma of higher Pali studies.

Khmer elementary schools (pagoda schools). The teaching staff at these schools, where education is given in the national language, consists exclusively of monks.

Most of the Bonze teachers hold an elementary school certificate and have taken a one-year educational training course in a school of instruction established specially for them.

A higher school of instruction, with a two-year course, prepares Bonze teachers who hold the traditional education teacher's certificate for the post of headmaster of provincial schools of instruction or inspector of modernized pagoda schools.

FRENCH EDUCATION

The cultural agreements concluded between Cambodia and France permit the latter to open primary and secondary schools so that the children of French nationals in Cambodia can receive the same education as in France. These establishments (one *lycée* and three primary schools) are also open to Cambodian pupils.

TRENDS AND PROBLEMS

Recent years have seen Cambodian youth taking primary and secondary schools by storm. The government is making every endeavour to satisfy the popular demand, but it has also to meet the country's needs in technicians, shortage of whom is holding up the economic development of Cambodia considerably. The special courses organized by the various ministries are only the first step towards more ambitious achievements, of which the School of Law is an example at the administrative level.

While waiting for these technical institutes to take shape, the plan for an institute of Cambodian civilization has been completed and its opening decided for 1953.

Thus little by little Cambodia will be able to provide training for its intelligentsia and will have at its disposal the technicians it needs for the future of the country.

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SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Franco-Khmer primary schools	698	2 778	319	89 808	24 667
Khmer lower primary schools	1 456	1 848	...	78 108	1 808
Primary schools, private	16	108	...	6 528	...
Secondary					
<i>General</i>					
Public schools	7	63	23	1 644	243
Private schools	3	57	...	2 300	...
<i>Teacher training</i>					
Teacher-training school	1	17	4	468	6
<i>Vocational</i>					
Public schools	2	11	...	108	...
Higher					
Institute of legal and economic studies	1	1 25	...	165	...

Source. Cambodia. Ministère de l'Éducation Nationale, de la Jeunesse et des Beaux Arts.

1. Comprising two faculty professors, five professors from the Saigon School of Law, 18 lecturers.

CANADA

Total population (1951 census): 14,009,000.

Total area: 9,953,000 square kilometres; 3,843,000 square miles.

Population density: 1 per square kilometre; 4 per square mile.

Total enrolment, in primary and secondary schools (1950): 2,486,050.

Enrolment of girls as a percentage of total: 49 per cent.

Pupil-teacher ratio: 27.

National income (1951): 17,229 million Canadian dollars.

LEGAL BASIS

The British North America Act of 1867, which established Canada and gave it a constitution, provided that each province exclusively should make laws concerning education within its boundaries. The Canadian Government was left little responsibility for education except on behalf of the native Indians, the population in the territories beyond the provincial boundaries and inmates of the federal penitentiaries. Since 1867 the Canadian Government has undertaken to provide education facilities at all levels for members of the armed services and, where necessary, for their dependents.

On the negative side, Canada's constitution provides for the disallowance of any legislation which prejudicially affects the rights any minority enjoyed at the time of confederation.

Each province is responsible for constructing and maintaining schools, colleges, teachers' colleges and all other institutions necessary to provide educational facilities for those who want academic, technical or professional schooling. To this end each province has organized a department of education which operates under one or more provincial school acts enacted by the provincial legislature. Each department has established local school districts which operate elementary and secondary schools. It makes grants to assist in supporting these, and provides or assists institutions of higher education.

The Dominion Bureau of Statistics organized an education division which compiles and publishes education statistics and related information for Canada, prepares materials on education for the *Canada Year Book*, etc. The Technical Education Branch of the Department of Labour controls federal grants to vocational education and issues publications on vocational education from time to time. The Indian Affairs Branch of Citizenship and Immigration and the Northern Administration Division, Resources and Development administer Indian schools and schools in the North West Territories.

ADMINISTRATION

Each of Canada's 10 provinces has a separate system of

Public expenditure on education (1950): 451,715,000 Canadian dollars.

Official rate of exchange: Jan.-Sept. 1950, 1 Canadian dollar = 0.9091 U.S. dollar; Oct.-Dec. 1950, 1 Canadian dollar = 0.9533 U.S. dollar (average).

Prepared by the Dominion Bureau of Statistics, Ottawa, in January 1953.

education, but the similarities in the provincial systems are sufficient to warrant a selection of common features which are presented as the main account. Differences in Quebec are great enough to justify a special description which is given later. All of the other provinces have non-denominational systems with the exception of Newfoundland. However, as all teacher training is conducted in one institution and the curricula and textbooks are the same for schools of all denominations, except for religious instruction and primary readers, Newfoundland can be considered to fall under the general description.

The administration of education in each province is in charge of a department of education, which also conducts examinations, grants certificates to teachers and pupils, conducts correspondence courses and assumes direct management of teacher-training schools, vocational institutions and schools for the blind and deaf. It is usually organized with a Minister of Education at the head, a deputy minister, a chief superintendent of schools and inspectors, directors of services or branches, and such other officials as are necessary to administer the publicly-controlled schools.

The Minister of Education is an elected member of the provincial legislature, appointed to the portfolio of education in the cabinet. With other cabinet ministers, and on the advice of a council of education in some of the provinces, he determines the broad education policy of the government in power. He is responsible to the legislative assembly and remains in office only so long as requested by the Premier and supported by his electorate. As a rule he is not a professional educator.

The deputy minister is the top-ranking civil servant in the department. He carries out the policy laid down by the Minister and the school law for the province. He advises the Minister on policy and he determines in large measure the continuing policy of the department, as his position is not political.

At the head of the inspectorial or supervisory staff is a chief superintendent of education. The inspectors are the liaison officers between the department and the teachers, principals and local education authorities. Elementary school inspectors are attached to a local area and are responsible for some 70 to 100 classrooms, or all or part of the schools of a city. High school inspectors usually have offices in the department.

To assist the deputy minister, there are a number of directors who are responsible for various sections of the programme such as curricula, vocational training, professional training, guidance, audio-visual education, research, testing, art, music, physical health education, correspondence classes, etc. An accountant, registrar, and chief of the textbook branch complete the personnel of most departments except for clerical and related help.

Educational Associations

In addition to the councils of public instruction found in many provinces and composed of the Minister, deputy minister and several appointees, there are a number of associations organized expressly for the promotion of various interests in the field of public education, such as the Canadian Education Association, an interprovincial association of education personnel supported by the 10 provincial departments of education and by grants from an appreciable number of urban school boards across Canada. The association maintains an office and a small staff to act as a clearing house for educational information and a liaison office on all matters of common interest.

The Canadian Teachers' Federation maintains a national office at Ottawa with a full-time secretary-treasurer to obtain co-ordination and co-operation of all provincial teachers' organizations on policies and activities of common interest.

The Canadian Federation of Home and School co-ordinates and stimulates the work of the provincial home and school federations.

The Canadian School Trustees' Association co-ordinates the work of provincial trustee associations.

The National Conference of Universities, founded in 1912, has had considerable influence on standards for degrees, transfer of students, student life and administration of member universities.

FINANCE

Total expenditure on Canadian education is in excess of 400 million dollars; two major difficulties, however, stand in the way of computing it exactly. The first is in reaching agreement as to what is to be included, what omitted. The second is in tracing expenditures which may be hidden or combined with other expenses. Expenditures of the federal government include sums for Indian and Eskimo education, defence colleges, grants to institutions of higher education, grants in aid of research and scholarships through the National Research Council, the Atomic Energy Control Board, etc., assistance to the provinces for vocational education, extension work, etc., in addition to expenditures on such institutions as the National Museum, National Archives, National Film Board, Canadian Broadcasting Corporation, learned societies, etc.

Educational expenditures of the provincial governments are for the departments of education, normal schools, grants to the universities and schools, and a number of related activities such as health services, archives, museums, etc. Those of the municipalities are usually paid directly to the school boards.

The principal sources of revenue for public elementary and secondary schools are direct taxes on property and grants from provincial governments. Where fees are charged for secondary education or out-of-district pupils they add relatively little to the revenue. Provincial grants accounted for 38 per cent of money received by local boards for an average province, but varied from 26 to 54 per cent from province to province in 1948. About 80 per cent of Canada's education expenditure goes for elementary education.

There is considerable variation in the proportionate amount of revenue received by the universities and colleges from grants, endowment revenue, fees, etc. On the whole about 42 per cent comes from government grants, 38 per cent from fees, 7 per cent from investments and the remaining 13 per cent from various other sources. During the war years and while veterans were enrolled, the federal government provided provincial assistance to veteran students and universities they attended. Following a recommendation of the Royal Commission, the Canadian Government now makes an annual grant to the provinces on a *per capita* basis, which amount is divided among the institutions of higher learning.

ORGANIZATION

Responsibility for erecting and maintaining schools, hiring teachers, etc., has from the beginning been entrusted to local school boards of trustees who are usually elected by the ratepayers for terms of two or three years, although in some cases they are appointed, and who operate under the provincial school law. The first school districts in the rural areas were not greater than three or four miles across so that no child would have to walk more than a mile and a half. The present trend is towards amalgamating these districts into larger administrative areas, consolidating the rural schools and providing school buses for children beyond easy walking distance, or dormitories where weather conditions make transportation impractical. The size of the unit areas formed varies from province to province as does the method of their formation. In some provinces the whole province was reorganized into larger units by law, in others there is local option on the part of the districts.

Traditionally, education was organized as an educational 'ladder' from primary grades to university, with an 8-4 division covering the elementary and secondary grades. Variations developed and one may find an extra year added as in British Columbia and Ontario or a 6-3-3 or 3-3-3-3 organization where the last two divisions represent junior and senior high schools. Normally the last year of high school is equivalent to first year university; most universities now require that it be completed as a prerequisite for entrance to most of their colleges.

At the bottom of the education ladder in most of the cities there are kindergartens for 5-year-olds, and for 4-year-olds in a few cities. Any nursery schools for younger children are privately owned.

Secondary education was designed primarily to meet university entrance requirements and, while the majority of secondary schools are still predominantly academic,

there is a trend towards providing more technical and vocational schools. Until fairly recently, vocational, agricultural and commercial high schools were to be found only in some of the cities. Now there is a movement to organize rural high school districts large enough to muster around 500 pupils which is adequate to provide such optional courses as academic, agricultural, home economics and commercial.

Most provinces offer correspondence instruction to pupils living in isolated areas, or to over-age pupils. Handicapped children are placed in auxiliary classes in the regular schools, while the provincial governments maintain residential institutions for handicapped children who are blind, deaf-mutes, feeble-minded, paraplegic, as well as for delinquents.

Education in Quebec

There are in reality two educational systems in Quebec: one for the French-speaking population who are predominantly Roman Catholic; the other for all others who are mostly English-speaking and Protestant. The Superintendent of Education is the titular head of the Department of Education. He is advised by two committees which constitute the Council of Education, and he formulates policy and superintends administration of all educational matters. Each committee is presided over by a secretary who discharges the functions of a deputy minister under the superintendent. Education in the English-speaking system is similar to that in the other provinces. The French-speaking organization is characterized by unique features, which can be traced back to the early history of French Canada, and have persisted because they are particularly suited to the French Canadian temperament and outlook on life.

From the beginning boys follow different programmes of studies from girls. Both enter a primary school of seven grades. The girls after completing the seven elementary grades may take intermediate grades eight and nine and from there enter a regional household science school, a four-year normal school or enter a two-year superior school which in turn leads to a school of fine arts, a commercial school or a career as a nurse-in-training.

At the end of seven years those boys who wish for an academic education enter a classical college for an eight-year course from which they graduate with a *baccalauréat* which is prerequisite for entrance to a professional course

in the university. In the classical colleges the eight years are respectively given to: elementary classical work, syntax, 'method', 'versification', 'belles-lettres', 'rhetoric', philosophy and advanced philosophy. While these colleges provide the only channel of entry into the traditional professions, a boy may enter certain recognized secondary institutions to become an architect or engineer. Those who do not take the classical course may enter trade or agriculture schools or continue in superior primary schools for five years, after which they may enter technical or special schools or normal schools for boys.

Indian Education

The federal government operates 72 residential and 309 Indian day schools and five combined Indian and white schools enrolling 18,000 or more pupils. The present trend is towards educating Indian and white children together and co-operating with the provinces in conducting the schools. Likewise the responsibility for providing residential and day schools for Eskimo, whites and Indians in the Yukon and unorganized North West Territories outside the provinces lies with the federal government, as does education within the eight penitentiaries with some 8,800 inmates.

Military Education

The Department of National Defence established and conducts military colleges for army, air force, and naval personnel, in addition to Officers' Training Corps in universities and colleges and cadet corps in high schools. An advanced college for officers has been recently added.

Independent Schools

In addition to the regular public schools, and the separate schools which religious minorities may establish in the districts of many provinces, there are a number of independent schools which are not publicly controlled, financed or administered but which are supported by fees, legacies, endowments and gifts. The majority of these schools are affiliated with religious denominations. They are usually controlled by a denomination, or by a board of trustees or by the owner of the school. These institutions vary in aim from being church schools preparing members for service to independent institutions paralleling public

GLOSSARY

elementary school: primary school.

high school: general secondary school.

junior college: non-degree granting college with course covering final two years of secondary education and/or two years of undergraduate study in arts or science.

junior high school: lower general secondary school.

kindergarten: pre-primary school.

pre-university class: an additional year

provided at some secondary schools to give pupils a better preparation for university studies.

school for nurses: vocational training school of nursing.

senior high school: upper general secondary school.

vocational and technical institutes and colleges: vocational training schools of music, art, technical training and agriculture.

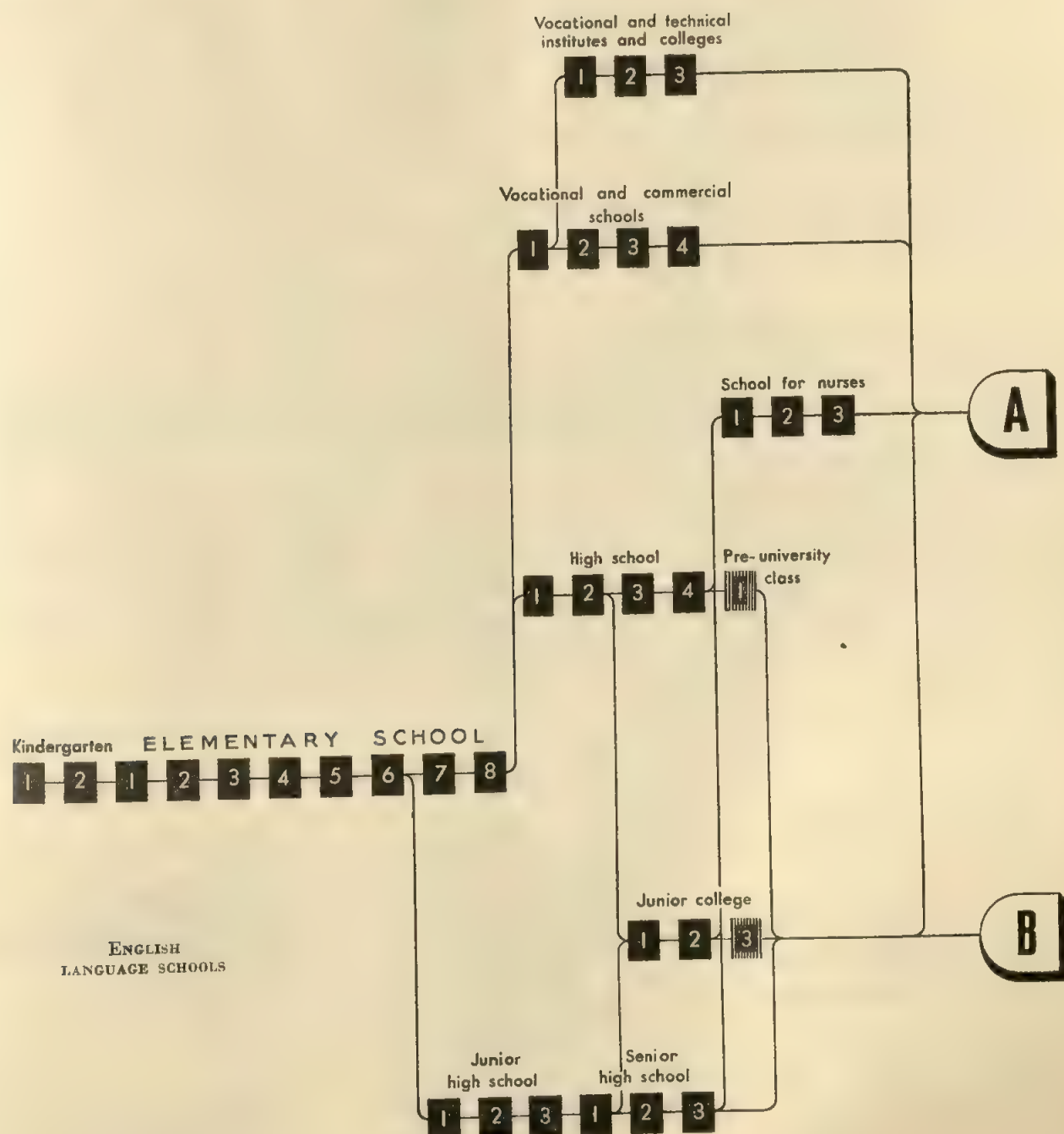
vocational and commercial schools: vocational secondary schools..

HIGHER EDUCATION

A. Higher vocational and technical education.

B. Other institutions of higher education, including university.

DIAGRAM



education or acting as finishing schools. The majority of them are boarding schools. With the exception of Quebec, where they enrol about 10 per cent, such schools account for from 1 per cent to 4 per cent of the school population. In Quebec the majority of the independent schools are subsidized by the province and report in the same way as other schools.

A second group of private schools offer business courses to prepare students for secretarial or other office positions, usually within the compass of one year. Other private schools offer a variety of trade courses. In several of the provinces trade schools must register and operate under government regulations. A number offer courses through correspondence. Most hospitals offer courses in nursing to girls who have completed high school.

Most provincial departments have established technical colleges, in some instances for those with high school graduation; in others for those with some high school education and an interest in mastering some trade. Some offer a variety of courses, others specialize, for example, in mining, fisheries, paper making, agriculture, art, music, etc.

Higher Education

Canada's universities and colleges have been established to meet various needs and desires on the part of the provinces, the churches, and private groups and individuals where coupled with the necessary financial support. Consequently these institutions are not spaced regularly or according to population, and it is almost impossible to draw lines separating universities from colleges and colleges from high schools. The Quebec organization which differs from all the others, further complicates the problem of classification. While six of the 10 provinces have established provincial universities, some of these have affiliates which were organized through private enterprise. They all enjoy considerable academic freedom. There are private colleges in all of the provinces except Newfoundland and private universities in a majority of them, many of which, however, receive provincial grants and all of which have benefited somewhat from Canadian government grants

under DVA (Department of Veterans' Affairs). Certain of the universities are highly complex organizations, with professional and graduate schools; others are small institutions offering bachelor degrees in arts, science, and commerce. The colleges vary from specialist schools such as theology, to junior arts colleges, which offer the final two years of high school and the first two years of college, to specialist technical schools at the undergraduate or postgraduate level. In Quebec students who plan to go to university usually enter the classical colleges at the end of their seventh school year and receive their baccalaureate at the end of eight years. They may then enter the university for a licence or doctorate, or for such professional courses as medicine, dentistry, engineering or commerce. However, students may enter certain courses in the faculties of engineering, agriculture or commerce although they may be required to take a preparatory course first. The universities are mostly co-educational, although there are colleges exclusively for men or women.

Outside Quebec's French-speaking universities students are admitted to the regular university courses after having successfully completed a four-year course (five in Ontario and British Columbia) in the high schools. Arts or science courses usually require three years for a pass degree or four years for an honours degree. Those who successfully complete the honours course may elect to take a master's degree which is usually obtainable after one additional year's work, and a doctorate available after another two years if requirements for languages, examinations and a thesis have been met. The dissertation is based on original research, and indicates the ability to carry on reliable, original work. Other faculties of the university require a specified number of years for a student to qualify for the appropriate degree, which may in some cases be taken together with an arts degree. Attendance at classes is compulsory in most institutions.

The regular university and college courses extend from late in September to early in May. Summer schools at which students may take one or two subjects towards a degree are held on most campuses.

Some of the universities have provided residences for

GLOSSARY

NOTE. Separate institutions for boys and girls in all schools above primary level.

collège: general secondary school.

école des arts graphiques: vocational training school of printing, book manufacture and related trades.

école d'arts et métiers: vocational training school for various trades.

école des beaux-arts: vocational training school of fine arts.

école forestière: vocational training school of forestry.

école d'infirmières: vocational training school of nursing.

école de marine: vocational training school of navigation and marine engineering.

école maternelle: pre-primary school.

école du meuble: vocational training school of furniture making and interior decoration offering two courses.

école moyenne d'agriculture: vocational training school of agriculture.

école moyenne familiale: vocational training school of home economics.

école normale: teacher-training school.

école de papeterie: vocational training school for the paper-making industry.

école primaire complémentaire: lower general secondary school.

école primaire élémentaire: primary school.

école primaire supérieure: general secondary school.

école technique: vocational training school

preparing for a wide range of trades and industries.

école des textiles: vocational training school for technicians in the textile industry offering two courses.

école universitaire des sciences domestiques: girls' vocational training school of home economics.

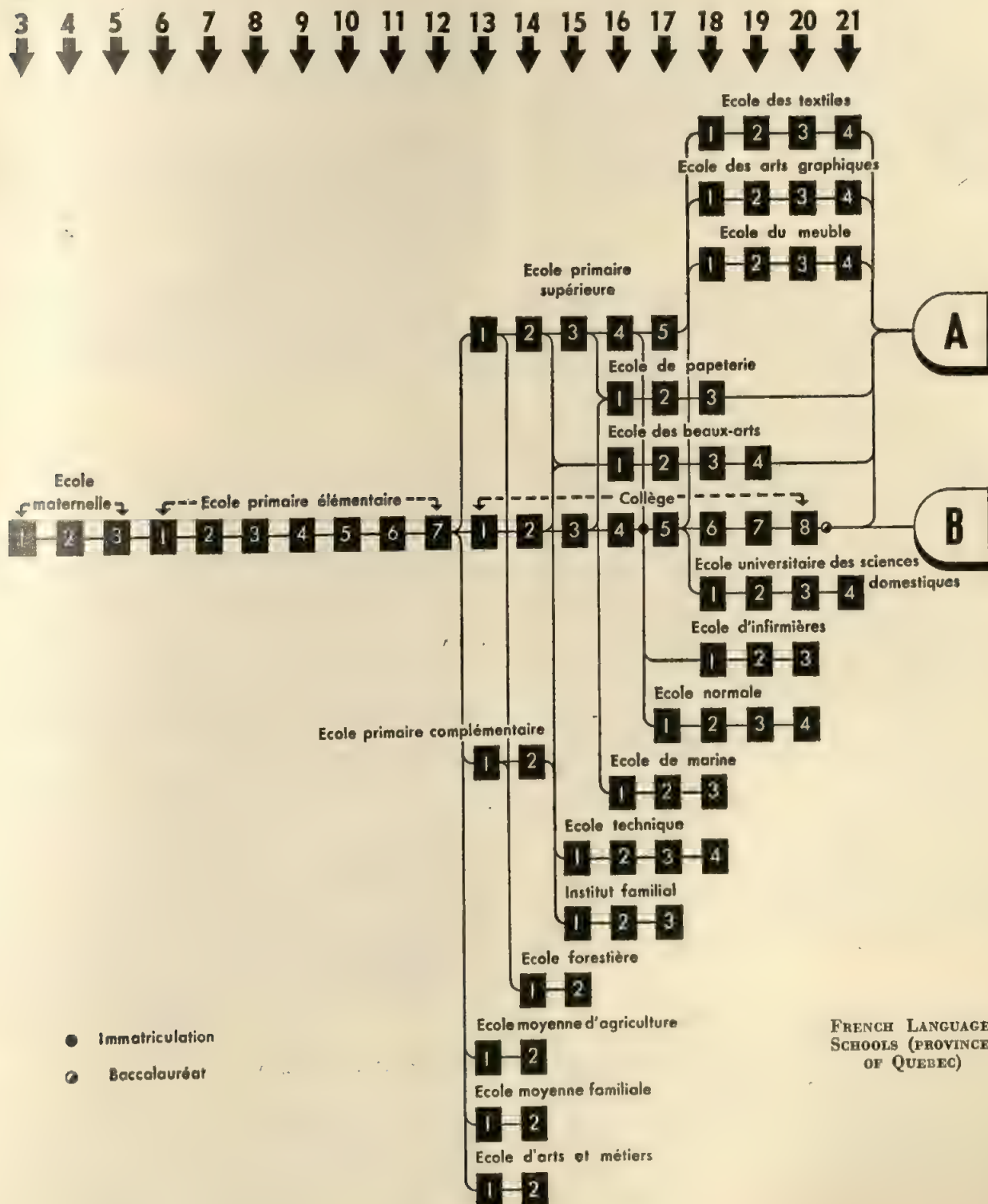
institut familial: girls' vocational training school of home economics.

HIGHER EDUCATION

A. Higher vocational and technical education.

B. Other institutions of higher education, including university.

DIAGRAM



men and women. Others have fraternities and sororities on their campuses. All assist students to secure satisfactory housing.

The students usually elect a representative council which is in charge of organized athletics and a wide variety of social and recreational activities.

Canada has some 18 or more universities and twice as many colleges, in addition to special professional schools, junior colleges, theological colleges and other institutions at the junior college level. Some 18 institutions offer postgraduate work, but only half of these lead to a doctorate.

ADULT EDUCATION

Adult education is designed to meet the needs of those who have left school at any one of the stages and provides experience directed towards a variety of wants such as enlightenment, recreation, vocational training, the arts, etc. Regular courses supplement such common sources of casual learning as the cinema, newspapers, radio, television, magazines, books, church services, clubs, societies, etc., media which are not primarily directed towards education but which are making a contribution to the increased interest in general education through allocating columns, articles, time, etc., to educational programmes in the field of health, interior decorating, home economics, etc.

As befits a democracy, Canadian adult education is provided by a wide variety of institutions and organizations. Among these are: the public schools in which adult education began in an attempt to provide elementary, and later, high school classes in the evenings for those who had missed such schooling during their youth; the universities and colleges which have stepped outside their primary role to assist many who would never attend regular college classes, and a wide variety of other organizations including the Wheat Pool, the YWCA, YMCA, churches, co-operatives, etc., which assist in organizing self-help groups, provide aids, etc. The majority of the Departments of Education have Divisions of Adult Education and employ field workers, while 18 universities and colleges have full-time and 18—though not the same 18—have part-time faculty members responsible for adult education.

Among the outstanding adult education activities are the Farm Forum and Citizen Forum radio broadcasts, study action groups, the Antigonish co-operatives, self-help groups, the School of Community Programmes at Laquemac, and the Frontier College conducted by worker-teachers.

TRAINING AND STATUS OF TEACHERS

Prospective teachers must meet provincial requirements and pass required examinations including practice teaching. They are certified by the Departments of Education. Most primary teachers spend one year in normal schools after completing high school or better. High school teachers normally complete university and take one or more additional years in the faculty of education. In Quebec, the normal schools take pupils from the superior primary

schools for a course of three or four years. In Alberta, all student teachers are enrolled in degree courses at the university but may interrupt their studies to teach after one or more years. In Saskatchewan, normal training counts as one year's attendance in the school of education. Manitoba provides a residential normal school for all its student teachers. Several provinces subsidize student teachers who agree to teach for two or more years in the province.

With the adoption of the larger unit teachers have had more security of tenure and many more are on salary schedules. Nevertheless teachers in rural schools usually stay for a year or two in one school, then transfer to another rural school, move into a town or city, marry or enter some other employment.

Pension schemes for teachers are organized in all provinces. The teacher's contribution varies from 2 to 5 per cent and the government's contribution similarly varies from province to province. Age of eligibility for pension ranges from 55 to 65, but a disability pension may be obtained after a specified number of years teaching.

SCHOOL HEALTH SERVICE

All teachers are required to have obtained a certificate in physical education and all pupils must take physical training. Most provincial departments make provision for doctors or nurses to visit the schools. Special grants are provided by several departments to assist in providing hot noon lunches for rural pupils, and vitamin supplements are provided in Indian schools. The Junior Red Cross provides money for needy children who cannot afford treatment.

Several provinces have a well integrated, comprehensive recreational and physical education programme covering all seasons and including: individual and group games, swimming and life-saving, physical fitness classes, home nursing, first aid, etc. Some conduct camp schools for leadership each summer.

Vocational guidance has received increased attention for some years.

In addition to programmes of instruction in hobby-crafts, and organized play in supervised playgrounds there are crafts centres where remunerative hobbies, using native materials, are taught. Many teachers are actively enlisted in group work carried on outside the schools, such as the Boy Scouts, Girl Guides, YMCA, YWCA, etc. Canadian vocational training covers a wide variety of activity including training, or re-training of unemployed civilians, re-establishment training for members of the armed forces, training of industrial apprentices and supervisors.

TRENDS AND PROBLEMS

Canada's greatest education problem is that of providing sufficient qualified teachers in modern schools for an increasing school population. The increasing school population reflects: an increased birth-rate over prewar years; increased immigration in postwar years; improved holding-power at the high school level, reflecting a trend

towards organizing consolidated rural high schools and composite high schools; an increase in the number entering university and a greater increase in the number doing postgraduate work. The need for new buildings is due in part to the larger school populations, in part to a reorganization into larger administrative units with better facilities, and in part due to a trend towards replacing obsolete buildings with modern structures. Turnover among teachers has always been high but the number now entering the profession in many provinces is insufficient to replace teachers leaving the profession and new positions created. The gaps have been filled with student teachers or the pupils have had to be transported to other schools or have had to depend on correspondence courses. The shortage is mainly felt in the 22,000 single-unit rural schools.

While shortages are slowing down reorganization the trend is towards combining single districts into larger administrative units. Hand in hand with this is the organization of composite and rural high schools in which pupils may elect academic, vocational, agricultural, or

home economics classes; a movement towards decentralization of authority in which the selection of the curriculum is transferred in part from the provincial department to the city or unit.

University enrolment is now 40 per cent above prewar enrolment, while enrolment in postgraduate courses has jumped from some 1,700 in prewar years to 5,000 in 1950. In addition another 5,000 Canadian university students are studying outside the country. A number of these receive Canadian fellowships and scholarships, which are increasing in number year by year; others benefit from scholarships from other countries.

Encouragement and help is given by most departments for the construction of new schools. The majority of the new structures are functional and have some or all of these characteristics: indirect or bilateral lighting, ramps, rooms for projects or projection purposes, movable partitions and fixtures, painting and lighting which take into consideration both eyestrain and the psychological effects of colour, glare, etc.

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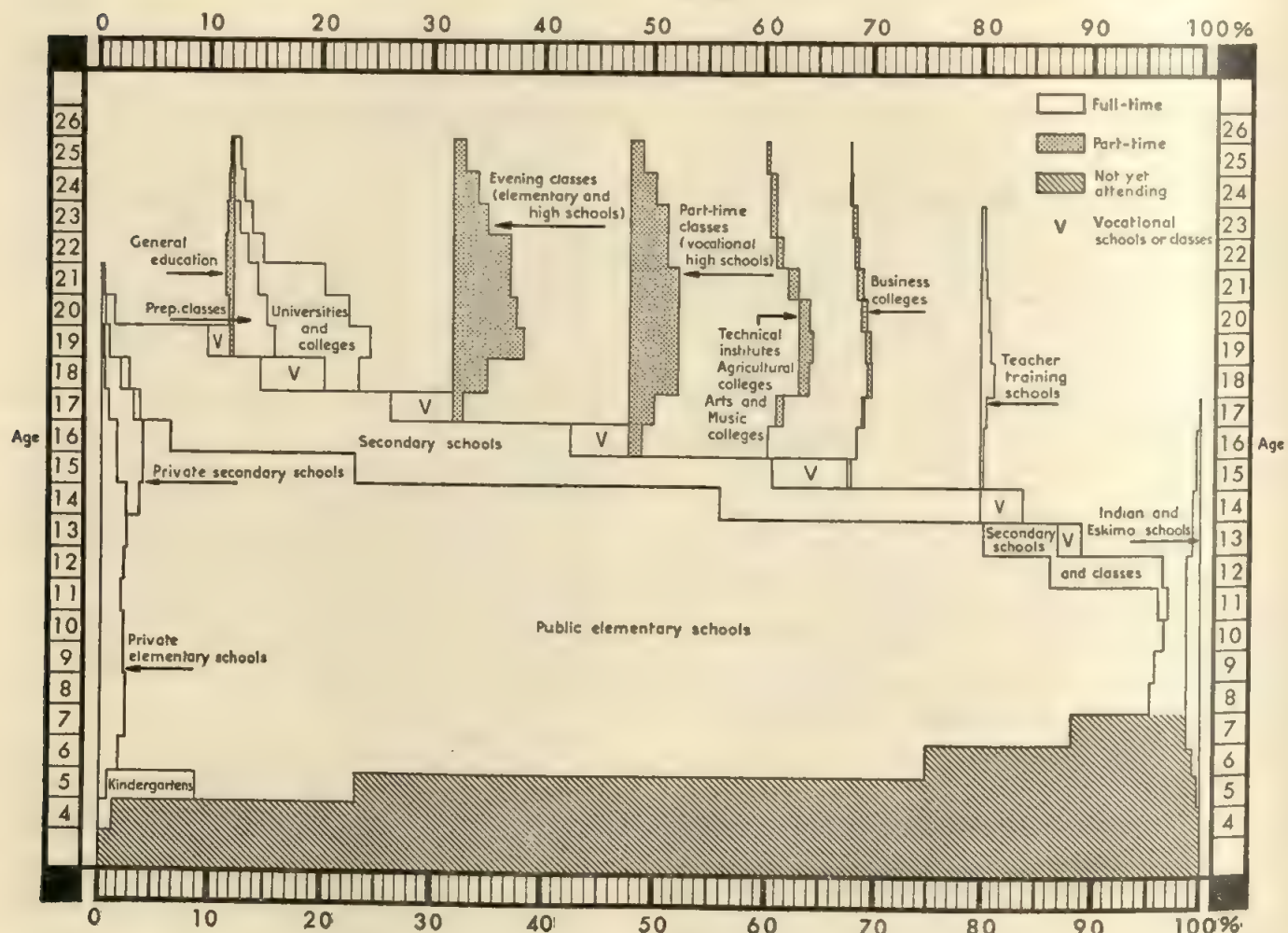
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PERCENTAGE OF THE CANADIAN POPULATION ENROLLED IN EDUCATION INSTITUTIONS IN 1951



Source. Federal Bureau of Statistics, Ottawa.

1. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Elementary, public	¹ 31 133	² 85 292	² 62 624	³ 1 994 753	³ 962 337
Elementary, private	828	² 6 455	² 5 121	³ 66 322	³ 40 961
Schools for Indians	403	665	497	23 409	12 202
Secondary					
<i>General and vocational</i>					
High schools, public ⁴	⁵ (1 800)	...	...	326 536	170 093
High schools, private	⁶ (405)	680	459	51 249	34 115
Preparatory and classical colleges	113	1 723	673	23 783	8 443
<i>Other vocational</i>					
Agricultural schools ⁷	35	239	...	...	...
Agricultural diploma courses ⁸	.	...	...	775	4
Household science schools ⁷	37	479	479	1 936	1 936
Household science diploma courses ⁸	.	...	...	677	677
Nursing	...	...	...	...	...
<i>Teacher training ⁹</i>					
Normal schools, public	66	775	...	¹⁰ 9 202	7 869
Normal schools, private	46			787	240
Higher					
Junior colleges	14				
Arts colleges	¹¹ 36				
Universities	26				
Higher technical schools and colleges	31	¹² 5 246	¹³ 575	¹³ 74 273	¹³ 15 262
Theology					
Preparatory courses	23				
Colleges (Protestant)	27				
Seminaries	24				

Source. Canada. Dominion Bureau of Statistics.

1. Includes elementary, kindergarten and secondary. Kindergartens are a part of the elementary schools. Elementary and secondary levels are often combined in one building.
2. Includes kindergarten and high school teachers.
3. Includes kindergarten pupils.
4. Includes academic, commercial and technical high schools.
5. Includes schools with high school divisions and separate high schools. Many other schools providing for some high school instruction are not included.
6. More than 150 of these have elementary grades also.
7. Provincial regional schools of secondary level.

8. Vocational courses given in professional colleges; the institutions are included with those of higher education.
9. Students enter normal schools after having completed secondary school, or, in Quebec, elementary school.
10. Full-time students. In addition there were 1,458 students in short courses.
11. In addition there were 53 classical colleges which are included under secondary education.
12. Not counting part-time teachers—3,207 (663 female) for 1950.
13. Full-time undergraduate and postgraduate students.

2. EXPENDITURE ON EDUCATION AND TRAINING, 1950 (thousand Canadian dollars)

Expenditure	Amount	Expenditure	Amount
Total	451 715		
General administration (including government credits to teachers' pension funds)	9 352	Arts, trades and technical institutes	7 619
Elementary and secondary education	334 640	Training	11 564
Teacher training	3 857	Professional training	(1 009)
Higher education	61 640	Apprenticeship and youth training	(5 015)
Adult education	1 959	Vocational training	(202)
Education of blind and deaf	1 858	Reform schools	(5 338)
		Expenditures of private schools	19 226

Source. Canada. Dominion Bureau of Statistics.

Note. Figures refer to expenditures of all three levels of government—federal, provincial and municipal—regardless of the department of government making them.

Official exchange rate: Jan.-Sept. 1950: 1 Can. dollar = 0.9091 U.S. dollar; Oct.-Dec. 1950: 1 Can. dollar = 0.9533 (average) U.S. dollar.

3. AGE, CLASS AND SEX DISTRIBUTION OF STANDARD GRADE DAY SCHOOL PUPILS IN THE PROVINCE OF ONTARIO, 1949/50

Class	Age on 1 June, 1950										
	5 —	5	6	7	8	9	10	11	12	13	
Kindergarten											
M.	332	6 514	5 387	90	12	1	—	—	—	—	
F.	330	6 373	4 889	68	8	1	1	—	—	—	
Kindergarten primary											
M.	115	3 303	3 526	285	24	3	2	—	—	—	
F.	102	3 268	3 223	202	27	3	—	—	—	—	
Grade I (beginners)											
M.	3	923	21 744	18 147	1 545	227	58	26	14	7	
F.	8	931	20 904	16 668	1 179	161	45	16	11	11	
Grade I (repeaters)											
M.	—	4	378	2 902	2 180	493	135	55	27	13	
F.	—	1	289	1 740	1 202	247	79	24	15	7	
Grade II											
M.	—	1	512	17 206	18 325	5 058	1 391	362	137	55	
F.	—	1	909	17 925	15 800	3 080	667	186	62	29	
Grade III											
M.	—	—	8	801	13 517	15 476	5 457	1 877	706	272	
F.	—	—	12	1 283	14 739	13 639	3 371	1 035	274	103	
Grade IV											
M.	—	—	—	16	1 381	11 901	13 167	5 684	2 323	914	
F.	—	—	—	30	2 080	13 532	12 132	3 573	1 249	395	
Grade V											
M.	—	—	—	—	30	1 829	10 474	12 551	6 012	2 753	
F.	—	—	—	—	78	2 682	12 335	11 535	4 105	1 593	
Grade VI											
M.	—	—	—	—	—	69	1 786	10 004	11 495	5 913	
F.	—	—	—	—	—	74	2 603	11 725	10 719	3 994	
Grade VII											
M.	—	—	—	—	—	4	81	1 727	8 607	10 155	
F.	—	—	—	—	—	2	128	2 728	10 587	9 555	
Grade VIII											
M.	—	—	—	—	—	—	—	115	1 847	8 013	
F.	—	—	—	—	—	—	—	174	2 877	10 125	
Grade IX											
M.	—	—	—	—	—	—	—	2	144	2 084	
F.	—	—	—	—	—	—	—	12	247	3 101	
Grade X											
M.	—	—	—	—	—	—	—	—	6	189	
F.	—	—	—	—	—	—	—	—	7	299	
Grade XI											
M.	—	—	—	—	—	—	—	—	—	4	
F.	—	—	—	—	—	—	—	—	—	8	
Grade XII											
M.	—	—	—	—	—	—	—	—	—	1	
F.	—	—	—	—	—	—	—	—	—	—	
Grade XIII											
M.	—	—	—	—	—	—	—	—	—	—	
F.	—	—	—	—	—	—	—	—	—	—	
Total by age	M. F.	450 440	10 745 10 574	31 555 30 226	39 447 37 916	37 014 35 113	35 061 33 421	32 551 31 361	32 403 31 008	31 318 30 150	30 373 29 220
		890	21 319	61 781	77 363	72 127	68 482	63 912	63 411	61 468	59 593
Percentage by age		0.1	2.8	8.4	10.5	9.8	9.3	8.7	8.6	8.3	8.1

Source. Ontario. Department of Education. *Report of the Minister 1950.*

Note. This table, covering one province only, is reproduced as a sample; it does not necessarily reflect the situation for Canada as a whole.

Age on 1 June, 1950								Total by sex	Total by grade	Average age	Grade percentage	Class
14	15	16	17	18	19	20	21 +					
—	—	—	—	—	—	—	—	12 336	24 006	5.4	3.2	Kindergarten
—	—	—	—	—	—	—	—	11 670				M. F.
—	—	—	—	—	—	—	—	7 258	14 083	5.5	1.8	Kindergarten primary
—	—	—	—	—	—	—	—	6 825				M. F.
8	—	1	—	—	—	—	—	42 703	82 648	6.4	12.2	Grade I (beginners)
3	1	2	—	—	—	—	—	39 940				M. F.
8	4	2	—	—	—	—	—	6 201	9 806	7.5	1.3	Grade I (repeaters)
—	1	—	—	—	—	—	—	3 605				M. F.
30	7	2	—	—	—	—	—	43 086	81 764	7.7	11.0	Grade II
13	3	2	—	—	1	—	—	38 678				M. F.
111	41	1	4	2	—	—	—	38 273	72 790	8.8	9.8	Grade III
36	16	7	2	—	—	—	—	34 517				M. F.
322	116	30	5	1	—	—	—	35 860	69 066	9.9	9.8	Grade IV
164	41	6	3	1	—	—	—	33 206				M. F.
1 129	390	88	8	2	1	—	—	35 267	68 340	10.9	9.2	Grade V
526	177	38	2	1	1	—	—	33 073				M. F.
2 899	1 047	242	21	3	—	—	—	33 479	64 835	11.9	8.7	Grade VI
1 561	537	129	14	—	—	—	—	31 356				M. F.
5 622	2 821	730	58	3	—	—	—	29 808	58 873	12.9	7.9	Grade VII
4 108	1 579	349	28	3	1	—	—	29 065				M. F.
10 120	5 939	2 160	216	15	8	—	—	28 433	57 268	13.8	7.7	Grade VIII
9 934	4 313	1 280	119	11	1	1	—	28 835				M. F.
7 260	8 153	4 249	1 196	160	29	6	3	23 286	48 024	15.2	6.5	Grade IX
9 262	8 351	3 092	569	95	7	1	1	24 738				M. F.
1 847	5 662	5 591	2 679	701	101	10	11	16 797	35 981	16.0	4.9	Grade X
2 853	7 800	6 065	1 847	278	28	5	2	19 184				M. F.
120	1 312	3 599	3 677	1 542	450	47	17	10 768	22 559	16.4	3.0	Grade XI
170	2 130	5 021	3 492	802	130	23	15	11 791				M. F.
5	86	1 033	3 129	2 738	1 121	283	83	8 479	17 631	17.4	2.3	Grade XII
5	167	1 635	3 891	2 619	670	126	39	9 152				M. F.
—	2	67	841	2 167	1 901	746	203	5 927	10 187	18.3	1.3	Grade XIII
—	12	124	997	1 860	1 002	204	61	4 260				M. F.
29 481	25 580	17 795	11 834	7 334	364	1 092	317	377 961	.	.	.	Total by age
28 635	25 128	17 750	10 964	5 670	1 841	360	118	359 896				
58 116	50 708	35 545	22 798	13 004	5 452	1 452	435	.	737 856	.	.	M. & F.
7.9	6.9	4.8	3.1	1.8	0.7	0.2	0.0	.	.	.	.	Percentage by age

4. HIGHER EDUCATION, 1950/51

Faculty or branch of study	Number of faculties	Students enrolled		Faculty or branch of study	Number of faculties	Students enrolled	
		Total	F.			Total	F.
Total	362	64 057	13 879				
Arts (including letters, science and philosophy)	125	29 679	7 846	Fishery (including navigation)	1	11	—
Law	11	2 421	96	Forestry	4	617	1
Medicine	12	4 409	274	Household science ¹	14	1 357	1 356
Theology (including postgraduate students)	55	2 677	97	Journalism	6	104	40
Agriculture ¹	9	1 668	76	Librarianship	5	113	90
Architecture	4	652	28	Music	10	425	306
Commerce	21	3 424	333	Nursing, occupational therapy, physiotherapy	17	1 523	1 523
Dentistry	5	947	6	Optometry	2	138	5
Education	16	2 277	941	Pharmacy	8	1 458	170
Engineering (including applied science)	21	8 367	19	Physical education	6	547	257
				Social work	8	422	211
				Veterinary science	2	497	12
				Others ²	...	324	192

Source. Canada. Dominion Bureau of Statistics.

1. Figures refer only to matriculated students proceeding to a degree and exclude those in practical courses for farmers' sons and daughters.

2. Canon law, child study, Chinese studies, interior design, laboratory technician courses, hygiene.

CEYLON

Total population (1951 midyear estimate): 7,743,000.

Total area: 66,000 square kilometres; 25,500 square miles.

Population density: 115 per square kilometre; 300 per square mile.

Population, within compulsory school-age limits 5-14 (31 December 1951): 1,766,659.

Total enrolment, within compulsory school-age limits: estimated on 31 December 1951 at 70.5 per cent of school-age population.

Pupil-teacher ratio: 36 in primary schools.

Illiteracy rate (1946 census) 5 years of age and over: 42 per cent.

National income (1951): 4,507 million rupees.

Public expenditure on education (1951/52): 137,782,129 rupees.

Official exchange rate (1951): 1 Ceylonese rupee = 0.209 U.S. dollar.

Prepared by the Ministry of Education, Colombo, in June 1953.

LEGAL BASIS

The report of the Special Committee on Education (Sessional Paper XXIV of 1943), the White Paper entitled *Government Proposals for Educational Reform in Ceylon*, tabled in the House of Representatives on 19 July 1950, and the Education (Amendment) Act of 1951, which embodied the proposals made in the White Paper, are the basis of the present system of education in Ceylon.

The special committee was responsible for the following measures of reform:

1. Free education from the kindergarten to the university.
 2. Primary education through the medium of the mother tongue.
 3. Compulsory education from 5 to 14 years.
- The White Paper and the Amending Act, which made its

proposals legally effective, introduced the following further reforms:

1. It set up a Central Advisory Council to advise the Minister of Education on all educational matters referred to it.
2. Schools were classified as primary, junior secondary, senior secondary and collegiate.
3. Secondary education was to be given through the medium of the national languages in stages to be determined by the Minister. English was made a compulsory second language from Standard III.
4. A selective test was to be held at the end of Standard VIII and no pupil was to proceed to a senior secondary class, except on the payment of fees, unless he was certified as 'fit' for senior secondary education.
5. Assisted schools were given a 'maintenance and equip-

ment grant' for laboratories, workshops, etc. and were allowed to charge a nominal 'facilities and services fee', the amount of which is fixed by the Director of Education.

6. An Examinations Council and a Research Council were provided for.

The Education (Amendment) Act No. 5 of 1951 sought to amend an earlier amending ordinance, No. 26 of 1947, which in turn introduced changes into an earlier Act, viz. Ordinance No. 31 of 1939. Under these ordinances the Director of Education is empowered to enforce their provisions, subject to the general direction and control of the Permanent Secretary to the Ministry of Education and of the Minister of Education. The Minister of Education has appellate jurisdiction in respect of any order or determination made by the director. The original ordinance provides for the setting up of advisory bodies both central and local and for the devolution of educational authority to municipalities, urban councils and village committees. The Minister is empowered to make regulations, known as the Code, for the registration and conduct of schools, for the training of teachers and for other specified matters.

The proposal that secondary education should be imparted through the mother tongue is already being put into effect. In 1953 all students in Standard VI will use the mother tongue. In 1954 and 1955 all students in Standard VII and Standard VIII respectively will do likewise.

The ordinance also brings the following subjects within the purview of the Minister: the education of children on plantations, the education of defective and delinquent children and of adults, and agricultural, technical and commercial education.

For a proper understanding of the educational structure of the country, a few general facts may be stated at this stage. The population of Ceylon is composed of the following races—the Sinhalese (who form about two-thirds of the population), Ceylon Tamils, Indian Tamils, Ceylon Moors and Burghers. The languages most widely spoken are Sinhalese and Tamil. English, which is still the official language, is spoken by the educated classes of all the racial groups. The chief religions practised in Ceylon are Buddhism, Hinduism, Christianity and Islam.

The schools of Ceylon are, however, not divided on the basis of race, or nationality. All schools are compelled by law to admit pupils irrespective of race, nationality or religion.

ADMINISTRATION

Education in Ceylon is a function of the government, but not all the schools in Ceylon are run by the government. There are two distinct types of schools, government and assisted. The former are administered directly and maintained by the government; the latter, which are assisted by State grants and are generally under the control of denominational societies, are conducted under the general supervision of the Director of Education in conformity with the Codes of Regulations for Assisted Schools. There are a very few private schools.

With the introduction of free education, the entire expenditure on education in respect of both government and assisted schools has become a charge on the general revenue of the central government. In the case of an assisted school, the government now pays annually the entire salaries of the approved staff of a school together with a maintenance and equipment grant calculated at specified rates. The only fee that may be levied in any school, government or assisted, is a facilities fee of about Rs.6 a year (a little more than a dollar) for the provision of games and library facilities and dental treatment. This fee is collected only from pupils whose parents can afford to pay it. Local authorities have so far shown no desire to enter the field of education, though the ordinance makes provision for their participation.

For the purpose of inspection and supervision, an education officer is stationed in each of the nine provinces. He is assisted by a staff of circuit inspectors who make periodical visits to schools in their circuits. There is also an inspectorate of special subjects like physical education, art, music, home science and handicrafts. Circuits are so demarcated as to make it possible for an inspector to visit a government school at least once a term. Assisted schools are inspected at least once annually.

The Head Office of the Education Department is situated in Colombo, the administrative centre of the Island.

Buildings and Supplies

A typical primary school in Ceylon today stands on about two acres of land, with a main school hall, teachers' quarters and latrines and well. Permanent school buildings are of brick or rubble masonry with tiled roofs, cemented floors and half wall all round. Owing to the dearth of materials, new school buildings are generally of a semi-permanent character—having cemented floor, thatched roof supported on round timber posts, and timber cladding. Most school buildings are constructed according to type plan on the basis of an allowance of 12 to 15 square feet of floor space for each pupil.

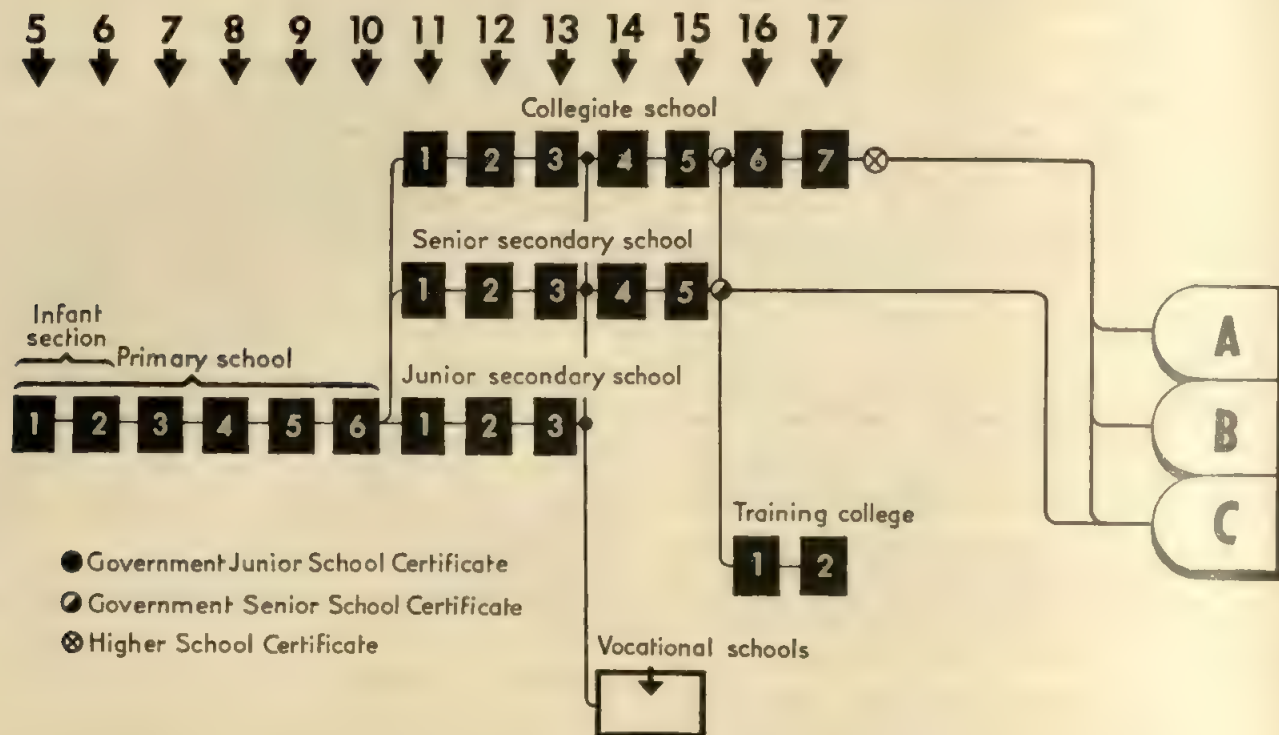
Junior and senior secondary schools have more land and accommodation. As these schools were started only recently by the government, most of the buildings are semi-permanent structures. The government has, however, embarked on a plan for giving junior, senior and central schools fully equipped modern buildings with laboratories and workshops with the object of making them educational centres in the areas in which they are situated.

The assisted schools, which entered the educational field several decades before government schools, have several large, permanent and well equipped schools, both primary and secondary.

Major school building schemes are undertaken by the Public Works Department. The School Works Branch of the Education Department attends to the designing, maintenance, repairs and supervision of buildings.

Furniture and equipment for government schools are supplied by the government. The Code requires that individual desks and seats should be available for the children.

DIAGRAM



GLOSSARY

collegiate school: complete general secondary school.

infant section: the first two classes of the primary school.

junior secondary school: lower general secondary school.

senior secondary school: general secondary school not preparing for university.

training college: teacher-training college.

vocational schools: vocational training schools not under the education department.

HIGHER EDUCATION

A. Law College.

B. University.

C. Technical College.

ORGANIZATION

Pre-school education is not organized in Ceylon.

The educational system is divided by statute into three stages: primary, secondary, further. The primary stage (age group 5-11) includes both infant and primary classes. At the age of 11 + pupils pass to secondary education, which falls into three cycles, 3 + 2 + 2. The junior secondary cycle (age group 11-14) represents the end of compulsory school attendance. On completing the course pupils are given selective tests to determine whether they are fit to profit by senior secondary education, whether academic or practical or a combination of the two. Senior secondary schools provide a two-year course leading to the senior school certificate examination, which gives access to the collegiate course (preparatory to university studies) and to the teacher-training college. A higher school certificate examination is taken at the end of the collegiate course. Vocational schools and courses maintained by government departments other than education recruit

students who have passed out of the junior secondary school.

Further education is represented by the University of Ceylon (an autonomous body), the Law College, the Technical College and by adult education centres.

The curriculum of schools is broad-based. In addition to the three Rs, general education subjects like history, geography, civics are taught and a due place is given to cultural subjects (art, Oriental and Western music, singing, Kandyan dancing) and to out-of-school activities (games, literary, dramatic and scientific societies). The study of English is now compulsory from Standard III (fourth school year). Girls are taught the subjects suitable to their sex. Curricula and schemes of work are not rigid; schools enjoy great freedom in these respects.

The medium of instruction in the primary school and in Standard VI is Sinhalese or Tamil. Thereafter English is the medium in some schools and Sinhalese or Tamil in the others. All university and technical education is through the medium of English.

EDUCATION AND STATUS OF TEACHERS

A teacher generally joins as a probationer. During the probationary period he is expected to obtain a professional qualification either by passing a teacher's certificate examination or entering a training college. To be registered, a teacher must be certificated or trained.

Teachers with the intermediate examination certificate of a university and graduates are also considered certificated teachers.

There are 20 training colleges in the Island. The courses are of two years' duration. The University of Ceylon conducts a one-year course of training for graduates.

Teachers of special subjects like commerce, art, music and handicrafts are required to possess a prescribed minimum qualification before being recognized as certificated teachers. Courses of training for teachers of arts and handicrafts have been started recently at the government technical college.

Every teacher is an employee either of the State or of a private society aided by the government. Teaching is one of the recognized professions and teachers enjoy a large measure of security. A uniform salary scale exists for all teachers, with avenues of promotion leading to head teacherships and special posts. Appointments and promotions are made on the basis of service and qualifications. The dismissal and discontinuance of teachers is controlled by regulations laid down by the government. A teacher has to work for a minimum of 20 hours a week.

All teachers are paid a cost of living allowance in addition to their salary. Government teachers get a rent allowance or free quarters and three sets of free railway warrants a year. Teachers are entitled to casual leave and full-pay medical sick leave for stated periods. Special full-pay medical leave for nine months is given to teachers suffering from tuberculosis to enable them to recover.

All registered teachers are covered by government pension schemes. Compulsory retiring ages are 60 for men and 55 for women, and the optional retiring ages are 55 and 50 respectively.

SCHOOL WELFARE SERVICES

The Education Department and the Medical Department co-operate in the organization of the school health services and physical education.

The Medical Department has a staff of special school medical officers who make periodic visits to schools. Every child is thoroughly examined by a doctor three times in his school career—in the first standard (first school year), fourth standard (fifth school year) and seventh standard (eighth school year). Minor defects are attended to on the spot, and for treatment of major defects the children are directed to the nearest dispensary or hospital. The chief defects and diseases reported are malnutrition, dental caries, ankylostomiasis and malaria. School medical officers are engaged also in organizing prevention measures. Children are regularly vaccinated and anti-typhoid inoculations are given. Very recently a start has

been made with large-scale BCG inoculations. Mass treatment is adopted to check ankylostomiasis. Talks on health and hygiene, nutrition and sanitation are a feature of the instruction in schools, and these talks are often illustrated with charts and occasional film shows. Every care is taken to see that there are proper sanitary arrangements in every school.

The Physical Education Branch, with a qualified doctor at its head, organizes physical education in schools. The branch has a staff of physical training inspectors and inspectresses whose function is to see that the recommendations of the school medical officers are implemented. Their duty is also to organize and supervise physical training classes in schools and to hold courses of instruction for teachers.

FUNDAMENTAL EDUCATION

The acquisition of basic skills of all kinds has been promoted during the past 10 years by the vigorous drive organized by the government to open up remote and undeveloped areas through irrigation, food production and colonization schemes, through extension of medical and health services and the establishment of a large number of new schools in which education is entirely free. In more recent times the Rural Development Department and the Local Government Department have entered the field of fundamental education, the former by starting rural development societies for economic uplift, the latter by founding community centres for cultural purposes. The study of handicrafts has been stimulated by the opening of weaving and carpentry centres and schools for adults by the Department of Industries.

The Education Department has also initiated a vigorous movement for the liquidation of illiteracy. A special branch—the Audio-visual and Adult Education Branch—has been established for the purpose. This branch has started a number of adult education centres—totalling 200—which conduct literacy classes, recreational, musical and dramatic activities, tours and discussions, and which arrange for library reading and listening to broadcasts.

Audio-visual aids are being used more widely by all departments. Nearly 1,000 community radio receivers have been distributed throughout the Island and special rural broadcast programmes have been arranged. Six mobile cinema units, to which two motorcycle units are soon to be added, tour the Island. The Information Department has produced films and filmstrips with a local background to be shown to the masses.

The chief voluntary agency is the Lanka Mahila Samiti (Ceylon Ladies' League for Social Services). It has made an outstanding contribution to improve the living conditions and raise the status of rural women. Other agencies in this field are the Pirivenas (Buddhist temple schools) and night schools numbering 137 and 27 respectively.

The movement lacks trained personnel. There are no facilities in Ceylon for the training of adult education teachers and workers.

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1. AGE, CLASS DISTRIBUTION OF PUPILS IN PRIMARY AND SECONDARY SCHOOLS AS AT 31 MAY 1952

Age group	Enrolment	Percentage	Class	Enrolment	Percentage
Total	1 490 239	100	Total	1 490 239	100
less than 5	40 659	3	1A ¹	315 796	21
5-6	174 290	12	1B ²	227 089	15
6-7	176 157	12	2	208 881	14
7-8	173 883	12	3	181 186	12
8-9	159 049	11	4	147 641	10
9-10	148 541	10	5	112 928	8
10-11	129 834	9	6	112 660	8
11-12	113 442	7	7	60 440	4
12-13	98 100	6	8	48 133	3
13-14	72 620	5	9	32 362	2
14-15	60 788	4	10	36 871	2
over 15	142 876	9	11	2 955	.
			12	2 387	.
			other	910	.

Source. Ceylon. Department of Education. *Administration report of the Director of Education for 1952*. Colombo.

1. Lower kindergarten.

2. Upper kindergarten.

2. HIGHER EDUCATION, 1952

Faculty	Number of faculties	Teachers	Students enrolled		Graduates
			Total	F.	
University	29	183	2 232	480	320
Oriental studies	5	21	923	...	...
Arts	9	45	423	...	...
Science	7	35	110	...	...
Medicine	8	70	...	...	...
Engineering	—	12	110	...	...

Source. Ceylon. Department of Census and Statistics. Colombo.

3. PUBLIC EXPENDITURE ON EDUCATION, 1951/52
(Ceylonese rupees)

Item	Amount
Total	137 782 129
General administration, inspection, etc.	4 536 925
Primary and general secondary	105 106 619
Teacher training	2 302 049
Post-school and adult education	303 803
Capital expenditure	15 154 885
Other expenditure	10 379 848

Source. Ceylon. Department of Census and Statistics. Colombo.
Note. Official exchange rate in 1952: 1 Ceylonese rupee = 0.209 U.S. dollar.

4. SUMMARY OF SCHOOL STATISTICS AS AT 31 MAY 1952

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
English schools	18	434	252	12 338	2 850
Sinhalese and Tamil day schools	4 843	31 841	14 944	1 126 110	531 371
Estate schools	934	1 122	173	66 089	22 170
Temple schools	142	579	—	5 929	—
Secondary					
Junior secondary	280	2 457	1 019	81 194	33 682
Senior secondary	302	6 882	3 293	167 155	68 298
Collegiate schools	35	996	271	23 260	6 956
Teacher-training colleges	19	229	68	2 535	1 220
Higher					
University of Ceylon	1	183	7	2 232	480
Law College	1	19	—	191	9
Ceylon Technical College	1	77	10	2 593	448
Special					
Schools for junior delinquents	2	10	—	292	—
School for the deaf and blind	1	38	25	295	118
Other					
Night schools	22	150	—	3 404	—
Unaided schools	39	777	433	13 798	5 434

Source. Ceylon. Department of Education, *Administration report of the Director of Education for 1952*. Colombo.

1. One full-time teacher (principal) assisted by 18 part-time teachers.

CHILE

Total population (1951 midyear estimate): 5,908,000.
 Total area: 742,000 square kilometres; 286,000 square miles.
 Population density: 8 per square kilometre; 20 per square mile.
 Population within school-age limits, 7 to 15 (1947): 1,215,132.
 Enrolment of girls as percentage of total: 48 per cent in primary schools.

LEGAL BASIS

Freedom of education is guaranteed by the constitution, and Chile has many private schools in addition to the State schools.

Each level of education is governed by separate legislative provisions dating from different periods—elementary education by the law of 26 August 1920 dealing with

National income (1950): 110,758 million pesos.
 Public expenditure on education (1951): 3,752 million pesos.

Official exchange rate: 1 peso = 0.05163 U.S. dollar.

Based on official sources, prepared in June 1953.

compulsory primary education (law amended in 1929 by Decree No. 5,291) and establishing the principle of free and compulsory education, and traditional secondary education by a series of laws and decrees, the oldest of which go back to 1813. Vocational and technical education, though it now comes under the Ministry of Education, has adhered to the system which had been worked out for it by the Ministry of Industry and Public Works.

ADMINISTRATION

The Ministry of Education comprises four general directorates (primary education, secondary education, vocational education and libraries, archives and museums). The functions of the first three directorates are: the technical supervision of services and of administrative and teaching staff, administration of State schools and the supervision of private schools.

A single, centralized form of national education is provided throughout the country.

Primary schools and most secondary schools come under the Ministry of Education. However, elementary and technical agricultural schools are the responsibility of the Ministry of Agriculture. Primary courses for adults and adolescents organized in prisons and reformatories come under the Ministry of Justice, schools for police, detectives and telegraphists under the Defence Ministry, and certain schools for orphans and waifs and for health specialists under the Ministry of Health and Welfare.

The National University of Chile, set up by the law of 19 November 1842, has a special status under which it enjoys a relative degree of independence.

The private schools include Chilean or foreign denominational schools, schools for foreign children (English, French, German, North American, Italian, Chinese, Swiss, Syrian, etc.), schools operated by educational and cultural associations, and privately owned schools.

Under a law passed in 1950, all eligible private schools receive, on request, a grant per pupil amounting to half the cost of maintaining a pupil in a State school of the corresponding level.

ORGANIZATION

Pre-school Education

Pre-school education is provided for children of from 3 to 6 years of age. The latest curricula date from 1948.

The present trend is to adopt the best features from the various educational systems: Froebel, Montessori, Decroly, and the North American conception of the kindergarten.

Primary Education

Ordinary type of primary education. There are three types of primary State schools: (a) Grade I or complete schools with the three traditional courses (elementary, middle and higher), each lasting two years; (b) Grade II or elementary schools having the first two courses only (elementary and middle); and (c) Grade III schools (mostly rural), where a single teacher takes charge of the elementary and middle courses at the same time.

Decree No. 9,226 of 16 September 1948, approving the new general curricula, and Decree No. 12,046, approving the syllabuses for each subject, lay down the aims of primary education as follows: to preserve and improve the physical health of children; to give them a rational knowledge and understanding of the universe; to prepare them for taking their place in society and living up to the ideals of justice, service to others and democracy; to inculcate in them a love of work, in the cause of economic progress; and to enable them to identify, appreciate and create beautiful things.

Special primary schools include: (a) boarding-schools for orphans and waifs, mainly home schools and farm schools; (b) experimental primary schools, which were first set up in 1929 and facilitated the preparation of the new curricula and syllabuses in 1948.

It is worth mentioning the example of the Department of San Carlos (one of the five departments in the province of Nuble, in the south of Chile), which was declared an experimental educational zone by Decree No. 3,654 of 30 June 1944. This department is essentially agricultural, with an area of 3,242 sq. km. and 52,000 inhabitants. This zone was thus withdrawn from the general educational unit and used for experimentation in new administrative methods and new types of schools, curricula, syllabuses

GLOSSARY

educación parvularia: pre-primary education.

escuela de artes y oficios: vocational training school of arts and crafts.

escuela granja: primary school attached to a farm hostel for orphans and homeless children.

escuela hogar: primary school attached to a hostel for orphans and homeless children.

escuela normal: teacher-training school with courses at two levels.

escuela primaria de primera clase: complete primary school.

escuela primaria de segunda clase: incomplete primary school.

escuela primaria de tercera clase: incomplete primary school, usually rural and one-teacher.

escuela técnica elemental: vocational training school with technical courses.

escuela técnica femenina: vocational secondary school for girls.

instituto de comercio: vocational secondary school of commerce.

liceo clásico: general secondary school with traditional curriculum and methods.

liceo renovado: general secondary school with more flexible curriculum than liceo clásico.

HIGHER EDUCATION

A. *Universidad*: University, with faculties of agronomy, architecture, arts, biology and medicine, chemistry and pharmacy, economics and commerce,

education, law, legal and social sciences, philosophy and education—including an institute of education, a college of physical education and a training college for pre-primary teachers (*escuela de educadores de párvulos*)—technology and theology.

B. *Instituto pedagógico técnico*: a specialized training college for teachers in vocational schools.

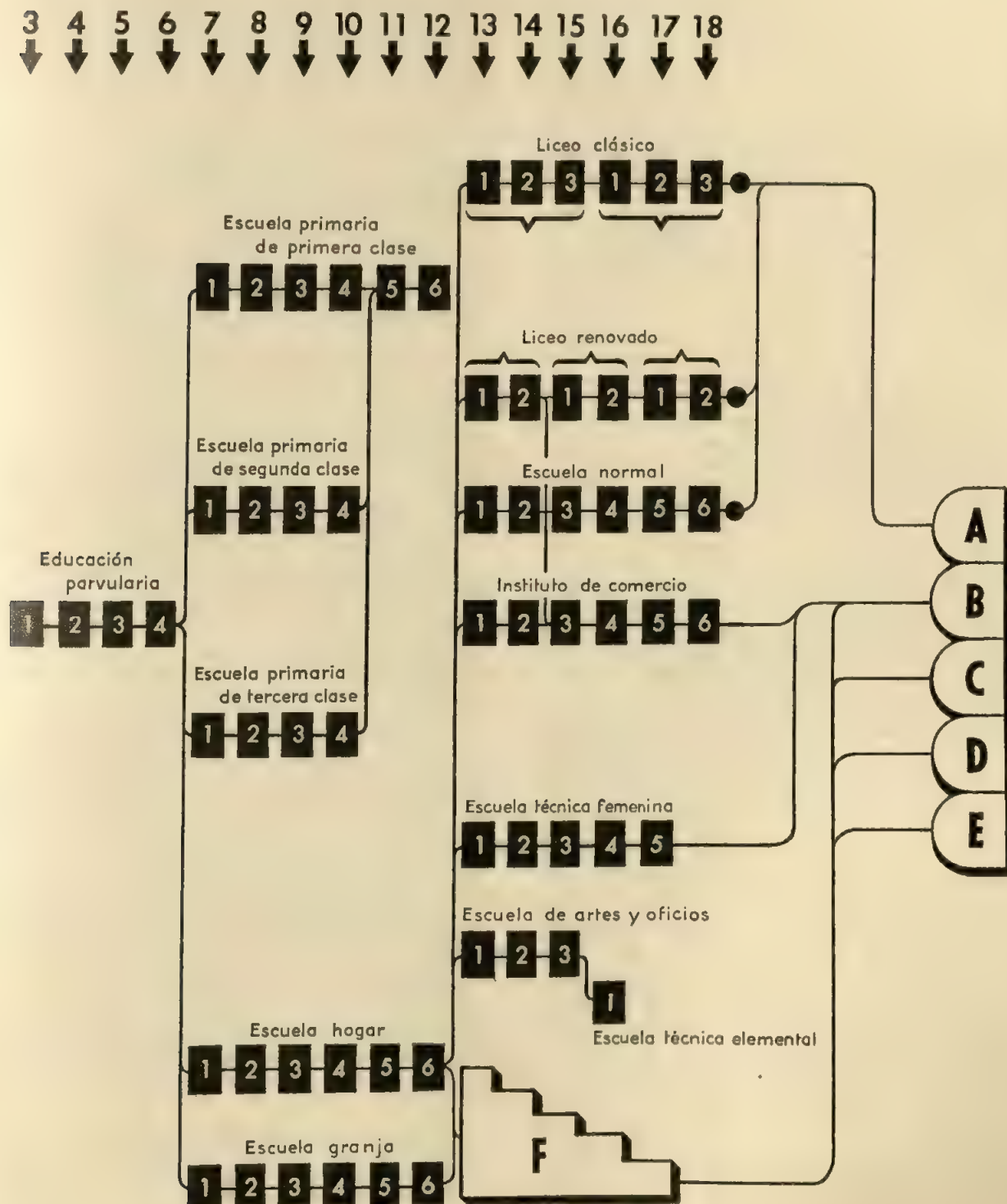
C. *Universidad técnica*: technical university.

D. *Escuela de ingenieros industriales*: college of industrial engineering.

E. *Escuela práctica de agronomía*: college of agriculture.

F. *Escuelas agrícolas e industriales*: vocational training schools of agriculture and industry with varying courses.

DIAGRAM



and methods calculated to bring education more into line with the country's present needs. The San Carlos experimental zone has school inspectors, 33 rural primary schools, a farm school and an urban group of schools—all State institutions. It thus constitutes a great laboratory where an effort is being made to integrate, unify and co-ordinate the various levels, sectors and branches of education in a decentralized system suited to the region's needs.

The experiment has already borne fruit, educationally and administratively. A new experimental zone—Huachipato—was set up by Decree No. 5,965 of 30 July 1949. The aim here is to raise the living standards of the population of a new industrial centre (steelworks) and to work out a model educational system—for children, adolescents and adults of both sexes—adapted to the needs of industrial centres.

Secondary Education

Secondary schools comprise *liceos* and *colegios*, providing classical and scientific education leading to the school-leaving certificate; practical schools; technical schools and courses (for girls); commercial institutes and industrial schools (for boys); and agricultural schools.

The traditional or classical type of secondary education is a six-year course. As a rule, pupils must previously have completed the six-year primary course. Secondary schooling is divided into two three-year cycles, the first of which aims at providing a general basic education, while the second prepares pupils for university study. The curricula and syllabuses were revised in 1950.

A large number of schools are affected by the 'plan for the progressive reform of secondary education' which involves a series of co-ordinated provisions for the reform of this branch of education, so as to make it the instrument for social and economic progress that the country is awaiting. Article 2 of the decree stipulates that 'This plan affects not only syllabuses, but also the organization and internal working of schools, their methods of work, the promotion and examination system, and staff measures—in short, everything concerning the new structure of the high school.'

Seven reformed general secondary schools have an internal organization and flexible syllabuses on the same lines as the experimental school (Liceo Manuel de Salas); this was founded in 1932, and is at present an Institute for Educational Research attached to the Faculty of Philosophy and Education in the University of Chile. The curriculum in reformed secondary schools falls into three parts. The general course, compulsory for all, comprises those subjects (Spanish, mathematics, physics and natural sciences, social studies, including the history and geography of Chile, foreign languages, art, manual and physical education) which are regarded as essential for a well-balanced general education that will give all members of the national group a sense of community of ideas and aspirations. The so-called 'variable' course begins with the third year of secondary school; it is designed to bring out and guide the pupils' special aptitudes (artistic, manual, technical, scientific, literary, etc.) and to develop those that will best serve the country's economic interests. The

specialized (*diferenciado*) course in the humanities or science in the second cycle prepares pupils more thoroughly for the professions they are to take up.

Afternoon and evening courses are organized for young workers of both sexes wishing to better their education. The course of study is the same as in the State secondary schools.

Vocational Education

The vocational and technical secondary schools accept adolescents who have completed their primary studies, but their curricula are not planned as a preparation for higher industrial or commercial education. In some cases (for example the girls' technical courses attached to the high schools) they come under the Directorate-General of Secondary Education, but most are the responsibility of another directorate-general (primary education for practical schools; vocational education for girls' technical schools, commercial institutes and industrial schools for boys), or some other government department (e.g. the agricultural schools are subordinate to the Ministry of Agriculture).

Practical schools are the responsibility of the Directorate-General of Primary Education. Under the law of 26 August 1920, 'the fourth course of primary instruction may be provided in independent practical schools or classes attached to Grade I schools.'

Boys may choose from the following subjects: industrial design, carpentry, cabinet-making and upholstering, electricity, commerce, agriculture (in farm schools), etc. Girls have a more limited choice—domestic science, millinery, dressmaking, embroidery, weaving and agriculture.

The course lasts three years, the last year's studies having a decided technical and professional emphasis.

Girls' technical schools, which come under the Directorate-General of Vocational Education, are primarily designed to provide a useful training for home life and the professions. Pupils are admitted after they leave the primary school. There are two cycles of study: the first lasts four years and provides a general education which is the same for all pupils, together with special manual training in the profession chosen by each pupil; the second cycle, lasting for one year, consists of practical work organized in the school's workshops or in an industrial establishment.

The manual specialization varies according to the school, and may consist of dressmaking and millinery, weaving, domestic science, decorative art, etc.

Girls' technical classes attached to secondary schools come under the Directorate-General of Secondary Education. Their aims are the same as, and their syllabuses similar to those of the girls' technical schools.

Commercial institutes are the responsibility of the Directorate-General of Vocational Education. There is no decree or official instrument by which their aims are

1. The complete or Grade I schools provide a six-year course in three stages (elementary, middle and higher) of two years each.

prescribed. The course lasts six years, consisting of a first two-year cycle, a second three-year cycle, and a final year of specialization for obtaining the certificate of book-keeper, sales agent, or secretary.

Industrial schools for boys come under the Directorate-General of Vocational Education. There are various types:

Grade II industrial schools, providing elementary industrial and professional training. There is a preparatory course for pupils who have not completed their primary studies. These schools comprise several sections such as mechanics and electricity, carpentry, public works, textiles, mining, etc.

Grade I industrial schools, providing a more advanced training than those of Grade II.

Specialized industrial schools, such as the Fisheries School and the School of Graphic Arts (printing, bookbinding, typography, and so on).

Mining schools, training technicians in the extraction of ores and saltpetre and technicians in metallurgy, public works, mining, mechanics and electricity.

Schools in industrial technique, training specialists in mechanics, electricity, forestry, chemistry and naval construction.

Agricultural education comes under the Ministry of Agriculture and comprises: elementary agricultural schools, middle agricultural schools, farm schools (already mentioned), the Practical School of Agriculture (attached to the University of Chile), and various private schools financed by bequests or operated by congregations.

The school of industrial engineers, set up in 1940 for pupils who have gone through the industrial schools, provides a four-year course leading to a diploma of engineering in one of the following specialties: mechanics, electricity, metallurgy, chemistry or mining.

Although substantial progress has been made over the past 20 years, vocational and technical education requires further organization, and stands in need of rational co-ordination between the various types of school which come under this heading.

Higher Education

Higher education is provided by the University of Chile (national), the University of Concepción (private), the Catholic Universities of Chile (Santiago and Valparaíso), the Technical University Federico Santa María, the Technical Education Institute and the School of Industrial Engineering.

The National University of Chile has a monopoly for the

conferring of certain university degrees requiring State approval (medicine, dentistry and law). Accordingly, it organizes the relevant examinations and thus controls all the studies for these careers.

ADULT EDUCATION

The purposes of evening schools for adults are: to abolish illiteracy; to develop the technical and professional capabilities of adults of both sexes; to encourage physical culture and to teach how to use leisure-time; to improve hygiene; to spread a love of art, science and literature; and to develop a spirit of service to society and country.

The courses are for both men and women, and provide basic instruction and technical training in such subjects as carpentry, electricity, dressmaking, basket-making, home crafts, etc.

The work of evening schools is supplemented by that of travelling schools and the travelling teams for popular culture. The Literacy Group consists of voluntary teachers and students and was recognized, by a decree of 1944, as serving the public interest.

By Decree No. 7,834 of 13 April 1949, the Ministry of Education set up a National Literacy Council.

TRAINING AND STATUS OF TEACHERS

In 1944, the University of Chile opened a school for kindergarten teachers, and similar courses were organized by the Directorate-General of Primary Education in 1946.

Primary school teachers (men and women) go through a teacher-training school providing a six-year course. The students are boarders (except in two semi-boarding schools) and must first have completed the full primary course or two years of the secondary classical course.

Holders of the school-leaving certificate who have obtained a teaching permit after two years of special study may also teach in primary schools.

Rural and outlying districts have student teachers holding only the primary school certificate; these, however, do not become regular teachers until they have passed the tests and examinations organized by the Directorate-General of Primary Education.

The heads (men and women) of secondary schools are trained at the Education Institute of the University of Chile.

The Faculty of Philosophy and Education trains students for teaching in State secondary schools.

The Technical Education Institute, set up in May 1944, is a mixed establishment that trains teachers for industrial schools, commercial institutes and girls' technical schools.

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1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in millions of pesos)

Item	Amount
Total	3 751
Administration, inspection, etc.	216
Primary education ¹	1 979
Secondary education	
General ²	521
Vocational ³	530
Higher education ⁴	412
Adult education ⁵	24
Subventions to private education	69

Source. Chile. Dirección General de Estadística. Santiago.

Note. Official basic exchange rate: 1 peso = 0.03226 U.S. dollar.

- Including pre-school education and special education (schools for the blind, the deaf-and-dumb, etc.).
- Including teacher-training schools.
- Including the primary grades attached to secondary schools.
- Including the School of Industrial Engineering, which should come under higher education.
- Including expenditure on the Technical Education Institute.
- Including expenditure on the Education Institute of the University of Chile.
- This item only includes expenditure on libraries, archives and museums. Expenditure on education is included in primary education and vocational education.

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Students	
			Total	F.
Pre-school				
Kindergartens, public	...	...	1 4 840	1 2 910
Kindergartens, private	...	...	2 382	1 143
Primary				
<i>Public</i>				
Primary schools	3 618	...	1 525 764	1 259 061
Experimental schools	9	...	1 4 180	1 1 866
'Hogares' schools	36	...	1 3 572	1 1 011
'Granjas' schools	17	...	1 692	...
Primary grades attached to secondary schools	8	...	1 491	1 200
<i>Private</i>				
Primary schools	1 922	...	187 180	86 246
Secondary				
<i>General</i>				
Secondary schools, public	101	...	53 133	27 390
Special courses, public	...	...	320	186
Secondary schools, private	217	...	27 664	14 563
<i>Vocational³</i>				
Agriculture	...	...	4 914	...
Arts and crafts	...	...	24 500	...
Industry and mining	...	...	12 806	...
Commerce	...	...	10 706	...
Fine arts	...	...	1 053	...
Health services	...	...	604	...
<i>Teacher training³</i>				
Public schools	...	...	3 337	...
Private schools	...	...	246	...
Higher				
Universities	4	2 110	9 524	2 858
Special				
Public schools	3	...	1 538	1 221

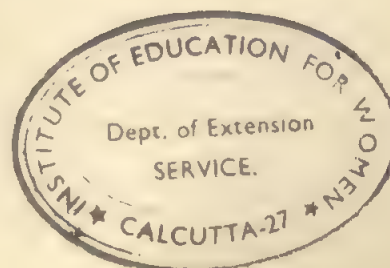
Source. Chile. Dirección General de Estadística. *Estadística Chilena*. Santiago de Chile, 1952; and Corporación de Fomento de la Producción, Fundación 'Pedro Aguirre' Corda. *Geografía Económica de Chile*, Tomo II. Santiago de Chile, 1950.

1. Year 1950.
2. Including kindergartens attached to primary schools and orphanages.
3. Figures for vocational education and teacher training are for the school year 1948 and give average attendance.

4. Incomplete data.

5. Year 1949.

6. Figures include the three universities and Valparaíso School of Law, but do not include the Valparaíso Catholic University and the Federico Santa María Technical University.



REPUBLIC OF CHINA

Formosa

Total population (1951 midyear estimate): 9,500,000.
Total area: 36,000 square kilometres; 13,900 square miles.
Population density: 264 per square kilometre; 683 per square mile.
Population within school age limits, 6-12 (1951): 1,149,521.
Total enrolment within school age limits, 6-12: 936,709.
Enrolment of girls as percentage of total (estimate): 39 per cent in primary schools.
Pupil-teacher ratio: 47 in primary schools.

LEGAL BASIS

The 1948 Constitution of the Republic of China contains a number of articles which establish and regulate the educational system and provide for its financing. An organic law of 1947 prescribes the functions of the Ministry of Education.

ADMINISTRATION

After its removal to Taiwan, the Ministry of Education greatly reduced its staff; it now comprises only a Minister, two vice-ministers, a secretary-general, certain administrative and supervisory staff and four departments for higher education, primary and secondary education, social education and general affairs. While the Ministry exercises general supervision over the education of the entire country, in primary and secondary education it exercises its powers only in policy-making and in the compilation of textbooks, leaving financing, building, maintenance and administrative matters to local and provincial authorities.

The Education Department in the Provincial Government of Taiwan consists of a commissioner and an assistant commissioner, a secretary-general, several secretaries, a number of inspectors and five sections: general affairs, higher education and teacher training; high school and vocational training; primary education; local education administration; education for the mountain tribes and social education.

The province is divided into a number of *hsien* or municipalities each having its own body for local government; this includes a bureau of education which is responsible for administering local funds and controlling schools at the primary and secondary levels.

Appropriations for education in China are governed by the Constitution of 1948, Article 164: a minimum of 15 per cent of the central government budget, 25 per cent of the provincial and 35 per cent of the *hsien* budgets has to be devoted to education, science and culture. Since 1949 the central government has been unable to fulfil the requirements of the constitution. In Taiwan, however, both provincial and local appropriations have consistently remained at the prescribed level.

Public expenditure on education (1952 budgetary appropriations): 312 million New Taiwan dollars.

Official exchange rate: 1 New Taiwan dollar = 0.09756 U.S. dollar.

Based on official and other published sources, prepared in June 1953.

Private secondary and primary schools may be set up according to the rules governing their establishment. They are subject to the control of the local government bodies. Outstanding private schools are granted certificates of merit.

ORGANIZATION

Pre-school Education

Attendance at kindergartens is voluntary. Children between the ages of 4 and 6 are enrolled.

Primary Education

The primary school course of six years is compulsory and free for children between 6 and 12. Over the past seven years there has been a steady expansion of facilities until the attendance has reached over 82 per cent of all children of school age. The aims of the primary school are to cultivate a civic sense, to form good habits and to provide pupils with the basic knowledge and skills for making a living.

Secondary Education

Institutions at this level include high schools, 'normal' schools and vocational schools.

The Chinese high school is divided into junior and senior divisions, each requiring three years of study. Since 1950 there has been experimentation in Taiwan with a 4 + 2 plan to enable pupils who cannot afford the entire course to acquire at least four years of secondary education. The curriculum has been revised several times in recent years and at present comprises Chinese, English, mathematics, physics and chemistry, biology, physiology and hygiene, history, geography and civics, and manual labour.

The 'normal' school for training primary school teachers corresponds to the upper three-year cycle of the high school, although a junior training school has also been created for rural teachers. The course of study combines general and professional subjects.

Vocational schools are specialized according to the

occupation for which students are being prepared, and usually follow the junior and senior subdivisions of the general high school course. In the senior agricultural school, there are six sections—general farming, horticulture, forestry, agricultural products, engineering and veterinary medicine. The junior agricultural school has no sections. The senior engineering school is specialized for mechanical, electrical, civil, mining and chemical branches; and the junior school has such sections as the needs of the locality may demand. Commercial and home economics schools have no specialized sections at either level. For marine products and medicine only senior vocational schools exist. The Ministry has recently prescribed the curricula for all vocational schools. At the junior level, 40 per cent of the time is devoted to a common core of general education, the rest to specialized subjects and practical work. At the senior level, 20 to 30 per cent of the curriculum is common, 30 per cent specialized and 40 to 50 per cent laboratory work.

Higher Education

Since 1945, when Taiwan was returned to the Chinese Government, there has been a reorganization and expansion of institutions for higher education. The National Taiwan University is composed of five colleges (arts, law, medicine, engineering, agriculture), each of which has a number of departments or specialized institutes. The university is headed by a president, who is assisted by a dean of studies, a dean of students, a chief of general affairs and the deans of the component colleges. The president is appointed by the national government.

Besides the university, a number of independent colleges are maintained by the Taiwan provincial government, for advanced work in the following fields: agriculture, engineering, education (for training secondary school teachers), technology, public administration. One private college was approved and established in 1951. In structure and administration these colleges follow a pattern similar to that of the university. At all institutions the degree course requires between four and seven years of study.

SOCIAL EDUCATION

The supplementary school for adults is set up to enable adults to acquire practical knowledge and techniques as well as skills they need for earning a living. Most of the supplementary schools for adults are attached to the regular schools and some have their own site, building and premises. They are required to register with the educational authorities and are operated according to the standing regulations. Each student is granted a certificate upon completion of his studies.

The supplementary school for adults takes two forms: the common supplementary school and the vocational school. The former usually adopts the important courses in the high school as its essential curriculum. The school funds are allotted by the sponsoring school to which it is attached, but in the case of private schools funds are

derived from the foundation or raised by collecting fees from the students. Teachers are appointed in conformity with the rules governing the employment of high school teachers.

There are also a number of short-term training courses, among which that for primary school teachers is typical. Students are admitted to these courses on the recommendation of their original schools.

The vocational supplementary school for adults is again classified into commercial and industrial schools which are set up by the provincial, municipal or *hsien* government. Each school consists of the junior and senior grades with three years for each grade. The commercial school comprises three divisions: home economics, sewing and accounting, while the industrial school includes five divisions: civil engineering, architecture, mechanical, electrical and chemical engineering. There are also a number of short-term training courses in typewriting, bookkeeping, home economics, motoring and radio repairing, etc., which last from three to six months. The student is granted a certificate upon completion of his studies.

STATUS OF TEACHERS

Secondary school teachers are trained in the teachers' college. Primary school teachers are trained in the 'normal' school. Qualifying examinations are prescribed by the ministry.

Teachers are appointed by the principal of each school. The first appointment covers a period of one semester. After that, the period of appointment is made for one calendar year and is renewable. By regulation, teachers receive annual increases of pay.

After the expiration of contract, teachers who are found incompetent for the service may be refused a further contract by the principal of the school. However, no teacher may be dismissed at any time prior to the expiration of contract.

Secondary and primary school teachers who have served for more than 20 years or who are over 60 years of age may be retired with pension upon their own request, in accordance with the standing regulations.

The faculty members of a university, independent college or technical college are classified in four classes: professor, assistant professor, lecturer and assistant. Professors, who have continuously served on the faculty for more than seven years and have rendered excellent service in teaching are granted furlough to pursue higher studies abroad for a period of half a year or one year. The assistant, the lecturer and assistant professor are promoted to higher status after the completion of a required period of service with satisfactory record and publications.

In government institutions (university, independent college, technical college) those faculty and staff members who have completed more than 15 years service by the age of 60, or have served more than 30 years, are entitled to retirement with pension upon request.

1. HIGHER EDUCATION, 1950, IN THE PROVINCE OF TAIWAN (FORMOSA)

Faculty	Students enrolled		Faculty	Students enrolled	
	Total	F.		Total	F.
Total	6 150	592			
Arts	408	136	Science	413	69
Law	1 599	166	Agriculture	902	41
Medicine	354	16	Engineering	1 658	29
			Teachers' college	816	136

Source. Ministry of Education. Taipeh, Taiwan.

2. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers	Pupils
Primary			
Primary schools	1 255	20 611	970 664
Secondary			
General			
High schools ¹	130	5 327	82 849
Vocational			
Vocational schools	77	3 495	35 559
Teacher training			
Normal schools	8	...	6 029
Higher			
Universities ² and institutes	8	...	8 210

Source. Ministry of Education. Taipeh, Taiwan.

1. Including the Island of Kinmen (Quemoy).

2. The autumn semester 1952 enrolment at the University of Taiwan was 4,014 and the staff numbered 1,416.

3. PUBLIC EXPENDITURE ON EDUCATION, 1951,
IN THE PROVINCE OF TAIWAN (FORMOSA) (New Taiwan dollar)

Item	Amount
Total	217 100 729
General administration, inspection, etc.	13 640 807
Primary education	91 764 249
Secondary education	
General	39 980 886
Vocational	19 678 926
Teacher training	11 045 068
Higher education	24 105 161
Post-school and adult education	8 476 015
Other	8 409 635

Source. Ministry of Education. Taipeh, Taiwan.

Note. Figures include the expenditures on education of the central government, Taiwan provincial government and municipal and *hsien* government in Taiwan.

Official exchange rate in 1951: 1 New Taiwan dollar = 0.09756 U.S. dollar.

PEOPLE'S REPUBLIC OF CHINA

Total population (1951 midyear estimate): 463,500,000.

Total area: 9,736,000 square kilometres ; 3,759,000 square miles.

Population density: 48 per square kilometre ; 123 per square mile.

Total enrolment (1953 midyear estimate): 60 per cent of school-age children.

Illiteracy rate (1950 estimate): 80 per cent, all ages.

State budget total revenue (1952): 189,278,100 million yuan.

LEGAL BASIS

The fundamental principles and policies of the People's Republic of China are contained in three documents adopted by the People's Political Consultative Conference.

Public expenditure on education (budgetary expenditure on social, cultural and educational projects) (1952): 22,332,500 million yuan.

Official exchange rate: Par value not yet established.

Based on official and other published sources prepared in February 1953.

The most important is the Common Programme, which serves as a constitution and refers to education, science and culture, in Articles 41-47. The following Articles are particularly relevant:

Article 41. The culture and education of the People's

Republic of China shall be New Democratic—national, scientific, and popular. The main tasks of the People's Government in cultural and educational work shall be the raising of the cultural level of the people, the training of personnel for national construction work, the eradicating of feudal, compradore, and fascist ideology, and the developing of the ideology of service to the people.

Article 42. Love of the fatherland, love of the people, love of labour, love of science, and care of public property shall be promoted as the public spirit of all nationals of the People's Republic of China.

Article 46. The method of education of the People's Republic of China shall be the unification of theory and practice. The People's Government shall reform the old educational system, subject matter and teaching methods in a planned, systematic manner.

Article 47. In order to meet the extensive requirements of revolutionary and national construction work, universal education shall be carried out, secondary and higher education shall be strengthened, technical education shall be stressed, the education of workers during their spare time and that of cadres at their posts shall be strengthened, and revolutionary and political education shall be accorded to both young- and old-type intellectuals. All this is to be done in a planned and systematic manner.

The reforms suggested by the Common Programme have been progressively introduced by government directives. A decision concerning the reform of the educational system was issued on 1 October 1951; this provides the administrative and organizational structure for education, and co-ordinates all elements—from the kindergarten to the university and the adult school—into a single system with clearly established equivalence between the regular or traditional institutions and the various new types of school. Another important regulation introduced in October 1952 was the decision concerning the readjustment of subsidies for students in secondary and higher education.

ADMINISTRATION

In the central government the work of the two Ministries of Education and Culture is directed by a committee of cultural and educational affairs, whose chairman is a member of the Government Administration Council. Centralization and State control are two essential elements in the present administration. Under regulations issued in August 1950 institutions of higher education are brought directly under the Ministry of Education. Secondary and primary education remain the responsibility of regional and provincial governments, and the control of primary schools is devolved to local authorities. The financing of education is similarly shared between the three levels.

For all types of education, the principle of discussion by the many, decision by the few obtains. Nation-wide study movements on the content and method of schooling are encouraged; conclusions take shape at national conferences arranged by the central government and result in official regulations affecting the curricula, textbooks, examinations and other aspects of primary, secondary and adult education throughout the country. The principle

of integration also has administrative effects, since all agencies directed to the provision of information and the forming of attitudes (schools, press, radio, films), fall within the scope of cultural agencies. These are co-ordinated and subjected to the long-range planning of the central authorities.

ORGANIZATION

First place in official reports on education is given to the nation-wide study movement: classes and institutes for the ideological training of young people and adults from all walks of life. Such courses are set up by the Government, the army and public bodies; the immediate goal is to arouse political consciousness among the several classes—workers, peasants, teachers and students, urban citizens—and enrolments are high. While there is no fixed institutional character to these activities, many of them lead to settled programmes of adult and youth education described later in this chapter. The basic documents of the new State, especially the Common Programme, form the main content of such study.

Pre-school Education

Hitherto institutions for children below school age have received little attention. Under the 1951 regulations the organization of kindergartens for the 2-7 year age-group was outlined. In setting up these kindergartens priority is being given to the cities. Industrial plants employing women workers are also instructed to provide crèches.

Primary Education

Structurally the government retains the school pattern previously followed in China. However, there has been some unification of the primary school. Instead of a six-year course which in most rural areas meant an incomplete four-year school, a standard primary school of five years was introduced in 1952. By condensation of syllabuses and raising the age of school entry to 7, the authorities feel this school covers the same ground and provides better opportunities for all sections of the population. The maintenance of schools is a local responsibility, and a certain measure of community participation in running the school is encouraged. Curricula and textbooks are centrally prescribed, a completely revised set of textbooks having been issued at the end of 1950. Both political training and practical extra-curricular activities (on the principle of the unity of theory and practice) form an integral part of the course.

Secondary Education

The secondary course covers six years, divided into junior secondary and senior secondary—each of three years' duration. In terms of day-to-day routine, a school council composed of administrative officers, teachers, students and workers is the responsible body; but matters of policy and finance are in the hands of the Ministry of Education. Despite the serious shortage of technical secondary

education, the general secondary schools have not been diverted to this purpose. Certain curricular changes have been made: there is greater specialization in the sciences, subsidiary courses are omitted, and the additional time is devoted to a two-hours-per-week course in dialectical materialism and to extra-curricular activities.

The technical and vocational schools are at a level corresponding to the middle schools, and it is official policy to extend this type of education as rapidly as possible. According to the incomplete 1950 data, 81 per cent of all secondary schools in north-east China and 73 per cent in north China were regular or general middle schools, whereas technical schools made up only 7 and 6 per cent respectively of the total. The curricula of technical schools contain a common core of general subjects including political training.

Higher Education

Institutions of higher education are co-ordinated and centrally controlled by the Ministry of Education under the regulations issued in August 1950. Since the government progressively took over, during 1950 and 1951, the universities and colleges maintained by missionary and foreign bodies, the regulations for public institutions now apply virtually to all establishments of higher education.

Administratively a university is headed by a president and vice-president, both appointed by the government; other appointments are made by the university staff or the government, depending on the posts. Each institution has a council made up of officials, staff members and student representatives, with extensive powers in respect to programmes, plans, budget proposals and regulations, but the decisions are subject to the president's veto. Special aspects of university activity are dealt with by committees set up by the council and by the workers' and students' organization.

Through centralized control there is now a measure of uniformity in regard to courses. These range from three to six years for various fields, with a semester of 17 weeks; the total weekly programme averages 50 hours and may not exceed 60. In curricula and methodology an effort is made to eliminate unnecessary or incidental material, to develop specialization early, and to provide thorough political training. The combination of theory and practice is achieved by having students spend part of their vacation working in some sector of the economy—either agricultural or industrial. These projects involve groups of students and staff together, and the government bears the costs of travel and maintenance.

While students become eligible for higher education on completing middle school, the intake of different faculties is planned in advance by the central government (i.e. the several ministries together) and the policy to strengthen certain streams—technical and teacher training being two—is reinforced by the granting of considerable subsidies to students entering such training at a secondary or higher level.

Special Measures and Institutions

While in essence a 5-3-3-4 plan remains the basis

of the Chinese educational system, the revolutionary movement has led to the introduction of numerous innovations. Some of these are emergency measures which may disappear in time, others are experiments to find educational forms better suited to national needs.

Emphasis is placed at present on the reform of higher education. The measures taken are designed to make the fullest use of existing facilities and to increase the proportion of students of worker-peasant origin. The length of university courses (such as medicine and engineering) has been reduced, either by a compression of the curriculum or by an intermediate diploma which enables the student to start work, returning at a later date to complete his course. Subsidies are granted with a view to providing opportunities for the children of workers and peasants to obtain a higher education. Finally, a new type of institution has been set up—the People's University—in which students of worker or peasant origin predominate. Special remedial classes enable students to make good any lack of secondary education; and the university provides training in the social, economic and political fields necessary for future administrators and leaders. Courses last from two to four years.

Corresponding measures have been taken at the secondary and primary levels. A short-term secondary school for workers and peasants has been established; this covers the general secondary course in three or four years, and recruits students with a primary school background or even less, provided they have participated in the revolutionary movement and are between 18 and 35 years of age. On completing the course, students are eligible for higher education, and will in time provide the intellectual cadres the country lacks.

Another institution is the spare-time school, organized on a large scale by the government, public bodies and trade unions. The spare-time schools at a primary level are concerned mainly with literacy and arithmetic; as students progress, and as conditions permit, a fuller course is introduced—the essence of the full primary curriculum and vocational studies at a secondary level which correspond to an apprenticeship system. In rural areas the spare-time school becomes a winter school—again with the emphasis on literacy, practical agriculture being added where possible. The central government in 1950 directed that committees on spare-time education be set up throughout the country, and since then it has organized an annual conference for the study of problems and the general stimulation of the movement.

FUNDAMENTAL EDUCATION

The main part of the work in this field is concentrated in the institutions noted above, i.e. the short-term secondary schools for workers and peasants and the spare-time and winter schools. Much work, however, is also done in the People's Liberation Army and in non-institutionalized courses in factories and village areas. It is reported that in 1949, 13 million peasants studied in winter schools, but the figure rose to 25 million in 1950 with over 290,000 winter schools. Many of these winter schools developed into year-round schools and the figures show that

3,480,000 peasants and 1,640,000 industrial workers had regularly attended the schools in 1950.

In 1951 a committee for research on linguistic reform was set up to select the simplest and most commonly used characters in the Chinese language and develop methods for the teaching of these. During 1952 a quick method of learning Chinese characters was widely developed and adopted in the People's Liberation Army. The north China authorities plan to eliminate illiteracy among 800,000 industrial workers by the end of the year 1953 and to eradicate illiteracy throughout the whole area in 45 years. Special classes, libraries, literacy competitions and arrangements for the supervision of children so that the parents can attend night schools are reported from different regions.

Special attention has been given to the development of orthographies for minority languages and to the production of literacy and reading materials in these.

A standard vocabulary of 1,200 words for a literacy certificate has been adopted and the general plan envisages a study period of two hours on three days a week for factories with peasants attending between 150 and 200 classes a year.

The greatest efforts appear now to be towards the systematic development of the short course elementary schools for adults where two- and three-year courses are offered, supplemented by special courses, correspondence schools and elementary spare-time schools. These allow students having qualified by examination to graduate to workers' and peasants' short-term secondary schools.

STATUS AND TRAINING OF TEACHERS

Under government plans, the greatest priority is accorded to the emergency training of teachers. Primary school teachers are trained in normal schools with a two- or three-year course, usually at lower secondary level. Secondary teachers receive a college or university education; in 1950 the National Peking Teachers' University was reformed in line with the general policy of shorter courses, more practical work and political activity, and this in turn serves as a model for colleges throughout the country.

One of the earliest steps of the present government was the promulgation in 1949 of a law relating to primary teachers. It safeguarded their status and laid down minimum conditions of service which compared favourably with those obtaining in other professions and the civil service.

Considerable attention is paid to the key position which teachers hold in the cultural reconstruction of the country. Both through unions and associations and through government effort, study courses are arranged in the teachers' leisure time and teachers are brought into contact with workers and peasants in vacation courses.

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SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers	Pupils
Pre-school			
Kindergartens	...	...	...
Primary			
Elementary and higher	¹ 210 918	¹ 449 000	¹ 16 180 000
Secondary			
General	² 2 536	² 63 700	² 802 232
Vocational	² 398		² 74 142
Normal schools	² 430		² 118 508
Other schools	² 326		² 96 204
Higher			
Public	138	19 500	98 000
Private	65		21 000
Missionary	24		14 000

Source. *People's handbook, 1951*. Shanghai, Ta Kung Pac, 1951.

Note. Figures exclude Taiwan (Formosa).

Planovoe Khozajstvo no. 2, 1952 reports for 1951 for the whole territory 440,000 primary schools with 37 million pupils and 5,100 secondary schools with 1,570,000 pupils.

People's China no. 1, 1 January 1953 reports for 1952 the following estimates: primary schools: 49 million; secondary schools: 3,079,000; higher education: 220,000.

1. Excluding the 10 provinces of Fukien, Hunan, Kansu, Kwangtung, Kwangsi, Kweichow, Sikang, Sinkiang, Szechwan, Yunnan.
2. Excluding the southwestern region.

COLOMBIA

Total population (1951 midyear estimate): 11,266,000.
Total area: 1,138,000 square kilometres ; 439,000 square miles.
Population density: 10 per square kilometre ; 26 per square mile.
Population within school age limits: estimated 12 per cent of total population.
Total enrolment: 880,000.
Enrolment of girls as percentage of total: 49 per cent in primary schools.
Pupil-teacher ratio: 42 in primary schools.

LEGAL BASIS

Article 41 of the constitution adopted on 16 February 1945 stipulates that: 'Liberty of education is guaranteed. The State shall have, however, the supreme inspection and care of institutions of learning, public and private, in order to assure the fulfilment of the social purposes of culture and the best intellectual, moral and physical development of the students. Primary education shall be free in the State schools, and compulsory up to the grade determined by law.'

ADMINISTRATION

The Minister of Education has cabinet status and is responsible for administering the school system. He is assisted by a Higher Council for Education and by a secretary-general and a chief administrative officer, under whom come the directors of the main divisions: primary, secondary, teacher training, vocational education, women's education, cultural extension, physical education, national library, records, materials and supplies.

The central authorities work closely with the provincial offices of education, in each of which there is a director appointed by the Minister. The director is assisted by a staff of inspectors. At the level of local government in municipalities and towns there are boards of education.

National income (1950): 5,570 million pesos.
Public expenditure on education (1950): 82,987,387 pesos.

Official exchange rate (1950): 1 peso = 0.5102 U.S. dollar.

Revised by the Ministry of National Education, Bogota in March 1953.

The inspectorate consists of national and provincial inspectors.

In the case of primary schools, buildings are provided by the municipalities; teachers are paid by the province; curricula are laid down by the Ministry, which also provides certain supplies. Supervision is arranged jointly by the three levels of government. The same practice of decentralization occurs in the case of secondary, technical and teacher-training, schools, although the central government takes a larger share of responsibility and control. Private schools are subject to State supervision, and have to follow a minimum official curriculum.

ORGANIZATION

Education is compulsory between the ages of 7 and 14 years, and is free in public schools. Owing to the shortage of schools it is not yet possible to give effect to the compulsory education law.

Pre-school Education

Pre-school education is given in kindergartens, most of which are run by private bodies. A number of public kindergartens are attached to national and provincial normal schools.

GLOSSARY

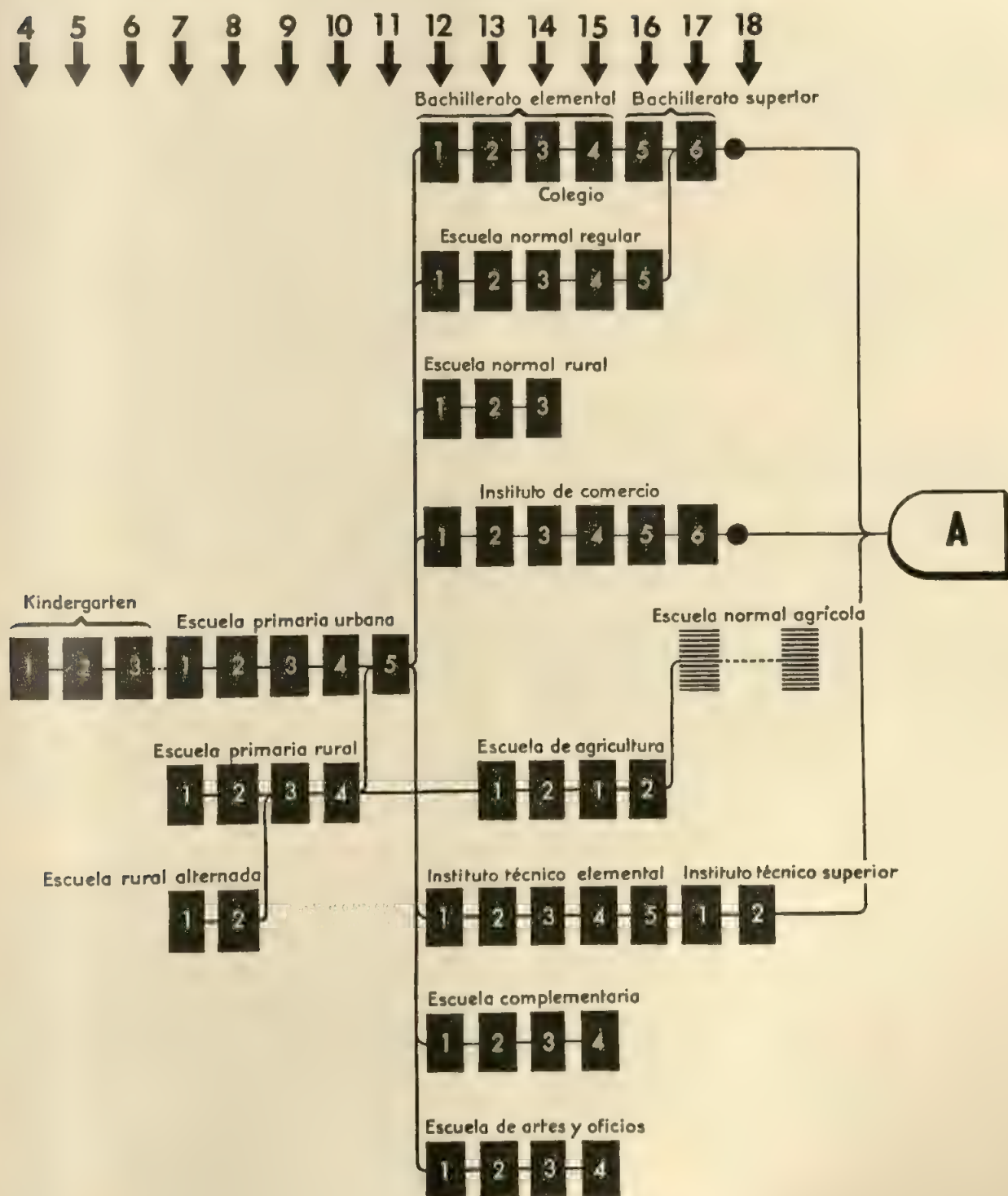
colegio: general secondary school.
escuela de agricultura: vocational training school of agriculture with courses at two levels, general training and specialization respectively.
escuela de artes y oficios: vocational training school of arts and crafts.
escuela complementaria: vocational secondary school with varied programme of general and vocational subjects.
escuela normal agrícola: specialized teacher-training for teachers in agriculture schools.

escuela normal regular: teacher-training school.
escuela normal rural: teacher-training school for teachers in rural primary schools.
escuela primaria rural: single-sex rural primary school.
escuela primaria urbana: urban primary school.
escuela rural alternada: incomplete double-session primary school in rural districts.
instituto de comercio: vocational secondary school of commerce.

instituto técnico elemental: lower vocational secondary school of trades and industries.
instituto técnico superior: upper vocational secondary school of trades and industries.
kindergarten: pre-primary school.

A. Higher education.

DIAGRAM



Primary Education

The curriculum of the primary school has been set up (Decree No. 003468 of 21 November 1950) for three types of establishment: the double-session rural school (*escuela rural alternada*) with a two-year course; the rural school of four years; and the urban school of five.

The *escuela rural alternada* is so termed because it takes boys in the morning, girls in the afternoon. The programme comprises religious instruction, reading and writing, arithmetic, rural trades for boys, home economics for girls, civic education and the rudiments of history, geography, hygiene, good manners, physical education, drawing and singing.

The four-year rural school has a similar programme with the addition of elementary nature study and geometry, national history and geography and the Spanish language. In urban schools the girls also take a course in child care, the boys a theoretical and practical course in agriculture.

Secondary Education

Article 2 of Decree No. 0075, of 1951, lays down that for admission to secondary schools pupils must be at least 12 years of age and must have completed the fifth primary class, which replaces the earlier preparatory class attached to secondary schools.

Article 1 of the same decree fixes the new programme of studies for the lower cycle of four years (*bachillerato elemental*) and the full course of six years (*bachillerato superior*) which leads to the university. The main provisions are as follows. In all secondary schools (both four- and six-year) there is a compulsory core curriculum comprising religion, arithmetic, geometry, trigonometry, Spanish, English, French, geography and history, book-keeping, botany, zoology, anatomy, physiology, hygiene, chemistry, physics, Latin, philosophy, Colombian and Spanish American literature. Schools with a six-year course preparing for the higher baccalaureate add algebra and 10 or 11 hours a week devoted to the more intensive study of the subjects listed or to other subjects offered by the school. Secondary schools with a vocational bias for commerce, arts and trades, and teacher training, etc., also follow the core curriculum; a further timetable of 10 to 17 hours a week is devoted to appropriate subjects selected by the school. After a four-year course such schools are permitted to grant certificates: students completing the arts and trades course receive the title of *experto* or skilled craftsman and may then be admitted to the higher technical institutes (*Institutos técnicos superiores industriales*); those successfully completing the primary teacher training course are given a certificate of aptitude (*Certificado de competencia para el magisterio elemental*) which enables them to practise as teachers or to go on to the fifth class in a teacher-training school; and in commercial studies the successful students receive the title of *experto* which leads either to a post or to continued education in higher commercial institutes.

Vocational Education

Law No. 143 of 1948 regulates the four aspects of vocational

education: industrial, commercial, agricultural and domestic. The legal provisions for the curriculum have been described above.

Vocational education has developed vigorously to meet the varying needs of different parts of the country. The vocational agricultural schools recruit students of at least 13 years of age from the rural primary schools. A two-year course combines theoretical and practical work in equal proportions; and a second two-year course is optional for those wishing to specialize. This leads on to the agricultural normal school. A similar system exists for commercial training. At the lower level, schools of commercial orientation and elementary commercial schools recruit pupils from the primary school and give them two-, three- or four-year courses in preparation for office work. The commercial secondary schools are on the same level as academic secondary schools. The course of six years falls into three cycles of two years each, and leads to a commercial bachelor's certificate or to a diploma.

In the technical field, complementary schools (*escuelas complementarias*) offer a two- or three-year course to pupils who have completed primary school. The curriculum combines general subjects with manual work. Specialized complementary schools have a four-year course and train for semi-skilled and manual trades. At a higher level the schools of arts and trades (*escuelas de artes y oficios*) provide training for skilled craftsmen. The schools of industry and of arts and trades recruit students from the secondary school (requiring variously from two to six years of secondary schooling) and offer a variety of courses for the skilled trades.

For the vocational education of girls, a system of home economics schools is being developed in rural areas (at complementary level) and in towns (at secondary level).

Higher Education

This is provided by 10 official universities, six private universities and a certain number of institutes of a specialized nature.

Teacher Education

Teachers for primary schools are trained in rural and regular training schools (*escuelas normales regulares*). The latter type enrol students who have completed primary school, and give a five-year course which leads to a diploma and the official title of *maestro*. Rural teacher-training schools are a more recent introduction, designed to stimulate and improve the quality of rural education. Students come from primary schools, most of them with State scholarships, and they take a course of three years in which general education, teaching in a practice school, and practical agricultural work are combined.

Secondary school teachers are trained in the institute of education (*escuela normal superior*), an institution of university status. For admission the secondary education certificate is required. The course lasts four years, with pedagogical subjects and practice teaching a part of the curriculum for each year. In the non-professional studies there is a choice between the five fields of social science, physical science and mathematics, natural science, lan-

guages and linguistics, physical education. On completing the course, students take a licentiate in educational science.

Special Education

There are a certain number of schools for deaf-and-dumb and blind children.

ADULT EDUCATION

Literacy classes for illiterate adults are maintained by government agencies—the provincial and municipal authorities—and by religious bodies and industrial, commercial and agricultural enterprises.

There are also courses designed to improve the technical knowledge of farmers. Broadcasts, particularly those from the 'Radio School' in Sutatenza, make a further contribution to adult education in rural areas.

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1. HIGHER EDUCATION, 1952

Faculty	Students enrolled		Degrees awarded		Faculty	Students enrolled		Degrees awarded	
	Total	F.	Total	F.		Total	F.	Total	F.
Total	11 607	1 396	1 206	123					
Law	2 422	107	236	7	Fine arts	115	115	—	—
Philosophy and arts	202	31	38	1	Chemistry	303	20	30	4
Medicine	2 972	72	238	1	Economics	271	9	7	—
Theology	110	—	21	—	Engineering	1 877	21	135	—
Architecture	935	39	17	—	Veterinary science	127	2	6	—
Agronomy	272	6	250	—	Dentistry	616	111	102	19
Bacteriology	286	201	—	—	Pharmacy	252	42	13	—
					Others ¹	847	620	113	91

Source. Colombia. Dirección Nacional de Estadística, Bogotá.

1. Including foreign languages, psychology, laboratory classes, etc.

2. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	27	60	49	1 920	914
Kindergartens, private	235	560	483	13 788	7 490
Primary					
<i>Public</i>					
Urban primary schools	3 382	8 631	6 050	359 882	178 294
Rural primary schools	8 140	8 817	7 904	398 274	190 414
<i>Private</i>					
Urban primary schools	556	2 005	1 441	48 740	27 038
Rural primary schools	40	44	39	1 598	735
Secondary					
<i>General education</i>					
Secondary schools, public	138	1 780	393	21 971	5 416
Secondary schools, private	335	3 189	1 471	33 913	16 502
<i>Vocational education, public</i>					
Complementary schools	75	284	140	4 408	2 232
Commercial schools	9	210	91	1 719	999
Schools of arts and trades	18	326	72	2 688	575
Schools of agriculture	9	30	6	237	19
Schools of fine arts	8	77	25	807	447
<i>Vocational education, private</i>					
Complementary schools	7	16	9	179	90
Commercial schools	79	594	276	7 330	4 206
Schools of art and trades	7	89	18	884	329
Schools of agriculture	2	9	—	83	—
Schools of fine arts	2	24	8	147	93
<i>Teacher training</i>					
Teacher-training schools, public	37	678	344	5 064	3 596
Teacher-training schools, private	18	167	101	1 035	700
Higher					
Institutions of higher education, public	51	1 186	70	7 637	1 034
Higher schools, private	23	565	19	2 995	300
Other					
Evening schools, public	290	389	66	13 230	2 750
Evening schools, private	4	16	—	526	40

Source. Colombia. Dirección Nacional de Estadística, *Anales de economía y estadística*, Bogotá. Abril a Junio, 1952.

Note. Data concern only those institutions which have given information.

3. PUBLIC EXPENDITURE ON EDUCATION, 1950 (in pesos)

Item	Amount	Item	Amount
Total	82 987 387		
Administration, inspection, etc.	2 197 539	Higher education	11 064 815
Pre-school education	18 870	Post-school and adult education ³	1 542 808
Primary education ¹	40 702 927	Special education ⁴	132 400
Secondary education		Subsidies to private schools	1 411 500
General ⁵	9 600 837	Other expenditure ⁵	5 571 655
Vocational	6 211 204		
Teacher training ⁵	4 532 832		

Source. Colombia. Dirección Nacional de Estadística, *Boletín mensual de estadística*, September 1952, Bogotá.

Note. Data cover national, provincial and municipal expenditure. Official exchange rate in 1950: 1 peso = 0.5102 U.S. dollar.

1. Including all expenditure as follows: salaries of teachers, building and maintenance of premises and equipment; school meals, holiday camps, medical and dental care, etc.
2. Including fellowships, maintenance of buildings and equipment, etc; medical and dental care in teacher-training centres.
3. Including cost of the literacy campaign and other fundamental education for adults, evening schools, popular libraries, etc.

4. Expenditure on schools for the blind and the deaf-and-dumb.
5. Including expenditure for: artistic and scientific congresses and exhibitions; archeology and museums; national historical archives; athletics; theatres; concerts and cultural conferences; secular and religious festivals and other public demonstrations; symphony orchestras; official broadcasting station; free educational cinema; institutes and cultural societies; public parks and gardens, etc.

COSTA RICA

Total population (1951 estimate): 825,000.
 Total area: 51,000 square kilometres; 19,700 square miles.
 Population density: 16 per square kilometre; 42 per square mile.
 Population within compulsory school age limits, 7-14 (1950): 161,200.
 Total enrolment (1951): 123,475 in primary schools.
 Enrolment of girls as percentage of total: estimated 49 per cent.
 Pupil-teacher ratio: 25.
 Illiteracy rate (1950 census, 10 years of age and over): 21 per cent.

Public expenditure on education (1951 budget on education): 21,447,229 colones.

Official exchange rate: 1 colon = 0.1764 U.S. dollar.

Based on text prepared by the Unesco National Commission in February 1953, and on other official publications.

LEGAL BASIS

The Common School Law (*Ley de Educación Común*) of 1886 provided a comprehensive basis on which most subsequent legislation rests. Education was made compulsory between the ages of 7 and 14, and the general administrative pattern of the school system was framed. A Code of Education (*Código de Educación*) issued in 1944 summarises legislation to that date; subsequent changes are introduced by presidential decrees.

ADMINISTRATION

All education in Costa Rica is under the direction of the Minister of Education. The Ministry comprises adminis-

trative and technical departments, the latter being responsible for curricula and the supervision of primary schools. In each of the seven provinces a provincial inspector represents the Ministry, takes charge of the inspection carried out by school visitors, and reports regularly on the progress of education to the provincial authorities. At the local level the unit of administration is the school district; here the supervisory official is the school visitor, or district inspector, and the district school authority assumes considerable responsibility for the financing and maintenance of its primary schools.

Secondary schools have a great deal of autonomy; the principals work closely with the governing board (municipal or State) set up by government decree for each school, and the boards have direct access to the Minister.

The Constitution of Costa Rica guarantees the freedom

of education (Articles 79, 80), and private schools exist at both primary and secondary level. The former are supervised by the Ministry in the same way as public schools and follow official programmes. Private secondary schools have to be registered and approved before they can confer the final certificate or *bachillerato*.

Funds for education are derived from the national budget and from local rates and taxes. For primary education the State provides the teachers' salaries, while the local community is responsible for buildings and maintenance. All primary education is free, and the public secondary schools have recently also been made free.

ORGANIZATION

The primary course covers six years, and children between 7 and 14 are obliged to attend if there is a school within two kilometres of their homes. Three types of primary school are distinguished: the first, usually urban, has the full six classes leading to a primary school-leaving certificate, and provides a curriculum with the three Rs, geography, history, music, religion, English and handicrafts or domestic science. The second type of school has five classes; and the third, which is most commonly found in rural areas, has four. The curriculum is correspondingly

reduced. The problem of the incomplete primary school is brought out by a survey made in 1950: the percentages of schools of the three types, first, second and third, were respectively 19, 12 and 69. The percentages of pupils enrolled in these schools were respectively 57, 11 and 32.

Secondary education is provided by two types of institution. Complementary schools (*escuelas complementarias*) have a three-year course of a terminal nature, with a practical curriculum based on commercial, agricultural or technical studies according to the locality. The full secondary schools, termed variously *liceos*, *colegios* and *institutos*, offer a five-year course which leads to a baccalaureate examination (certificate of *Bachiller en Ciencias y Letras* or *en Humanidades*). The curriculum is largely academic, though some of the schools maintain sections for teacher training and commercial studies, comparable in duration and scope to the general education course. The academic nature of the secondary school is gradually being changed—partly by the extension of complementary schools and partly by curricular reform. The intention is to divide the course into two cycles, 3 plus 2, the first of which is pre-vocational and the second specialized for science, arts, technology.

Higher education is provided by the University of Costa Rica (founded 1941), which comprises schools of agronomy, science, economic and social sciences, law,

1. AGE, CLASS AND SEX DISTRIBUTION, IN PUBLIC AND PRIVATE PRIMARY SCHOOLS, 1950

Class	Age									
	Under 5	5	6	7	8	9	10	11	12	13
Class I										
M.	—	6	255	7 471	4 918	3 142	2 143	1 237	882	341
F.	—	5	307	7 492	4 444	2 722	1 764	921	608	301
Class II										
M.	—	—	2	277	3 052	2 977	2 621	1 674	1 334	659
F.	—	—	3	394	3 371	3 078	2 483	1 485	1 089	528
Class III										
M.	—	—	—	—	295	1 953	2 218	1 760	1 341	724
F.	—	—	—	—	350	2 141	2 307	1 653	1 206	568
Class IV										
M.	—	—	—	—	—	204	1 288	1 364	1 305	727
F.	—	—	—	—	—	279	1 468	1 438	1 227	714
Class V										
M.	—	—	—	—	—	13	186	917	1 078	761
F.	—	—	—	—	—	12	245	1 063	1 198	808
Class VI										
M.	—	—	—	—	—	—	15	187	812	765
F.	—	—	—	—	—	—	8	185	904	821
Total enrolment										
M.	—	6	257	7 748	8 265	8 289	8 471	7 139	6 752	3 977
F.	—	5	310	7 886	8 165	8 232	8 275	6 745	6 232	3 740
Both sexes	—	11	567	15 634	16 430	16 521	16 746	13 884	12 984	7 717
Total population										
M.	67 481	13 028	12 012	11 418	10 454	9 877	11 054	9 586	10 888	9 045
F.	65 154	12 412	11 802	11 177	10 133	9 843	10 768	9 204	10 145	9 366
Percentage of population enrolled										
M.	.	.	2.1	67.9	79.1	83.9	76.6	74.4	62.0	44.0
F.	.	.	2.6	70.6	80.1	83.6	76.8	73.3	61.4	39.9
Percentage of enrolment by years										
	.	.	0.5	14.7	15.4	15.5	15.7	13.1	12.2	7.3

Source. Costa Rica. Dirección General de Estadística y Censos. San José.

pharmacy, engineering, dentistry, education, fine arts and letters and philosophy; and a national conservatory of music. The university is an autonomous institution, governed by a council, an assembly and the rector and financed mainly by the State. For admission students are required to hold the *bachiller* certificate. Courses vary between two years in the faculty of education and six in the school of engineering. Another establishment of higher education is the Inter-American Institute of Agricultural Sciences at Turrialba, a teaching and research centre maintained by the 21 American republics.

Primary school teachers are trained in the training college, the full course covering the five years of secondary education and two years at a post-secondary level. The Colegio Superior de Señoritas provides training for teachers of home economics; and other institutions at secondary level have developed as centres for training rural teachers. Regular teachers are classified according to their professional training: *normalista*, or training college graduate; *maestro superior* or *elemental*, with the upper or lower certificate of aptitude for teaching (conferred on those with education at secondary school level); and lastly, temporary teachers with no professional training. A State institution, the Escuela de Perfeccionamiento y Profesionalización Docente has been set up to organize summer courses and other facilities for the in-service training of teachers.

Secondary schools draw their teachers from the university and its associated school of education.

ADULT EDUCATION

In urban areas evening classes at secondary and higher level are provided by both public and private schools. The State budget allots funds for cultural extension which are partly devoted to programmes of rural education by means of cultural missions.

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Age							Total by sex	Total by grade	Median age	Grade percentage	Class
14	15	16	17	18	19	20 and over					
210	49	20	21	10	5	26	20 736	39 549	8.5	37.2	Class I
133	38	20	12	10	11	25	18 813				M. F.
279	71	23	12	9	10	31	13 031	25 724	10.1	24.2	Class II
159	49	16	3	7	12	16	12 693				M. F.
273	78	31	23	20	18	27	8 761	17 321	10.9	16.3	Class III
213	55	13	16	13	3	17	8 560				M. F.
275	70	20	19	22	6	65	5 365	10 880	11.9	10.2	Class IV
253	69	13	9	13	4	28	5 515				M. F.
379	113	23	7	17	3	25	3 522	7 439	12.6	7.0	Class V
403	99	39	18	9	6	17	3 917				M. F.
485	192	63	22	13	13	27	2 594	5 443	13.4	5.1	Class VI
555	219	59	29	19	14	36	2 849				M. F.
1 901	573	180	104	91	55	201	54 009	.	.	.	M.
1 716	529	165	87	71	50	139	52 347	.	.	.	F.
3 617	1 102	345	191	162	105	340	.	106 356	.	.	Both sexes
9 161	8 233	8 027	7 618	8 911	7 629	185 437	399 859	.	.	.	M.
9 072	9 191	8 664	8 679	9 207	8 085	188 114	401 016	.	.	.	F.
20.8	7.0	2.2	1.4	1.0	0.7	0.1	13.5	.	.	.	M.
18.9	5.8	1.9	1.0	0.8	0.6	0.1	13.1	.	.	.	F.
3.4	1.0	0.3	0.2	0.2	0.1	0.4	.	.	.	.	Percentage of enrolment by years

2. PUBLIC EXPENDITURE ON EDUCATION, 1951 (thousand colones)

Item	Amount
Total	21 424
Administration, inspection, etc.	1 144
Primary education	18 026
General secondary education	1 767
Teacher training	226
Higher education	261

Source. Costa Rica. Dirección General de Estadística y Censos. San José.

Note. Official exchange rate: 1 colon = 0.1764 U.S. dollar.

3. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Insti- tutions	Teachers	Pupils	
			Total	F.
Primary				
Primary schools, public	1 175	5 032	123 475	...
Primary schools, private	75	269	5 947	...
Secondary¹				
<i>Public</i>				
Complementary schools	7	...	^a 608	327
Secondary schools	13	...	5 954	2 790
<i>Private</i>				
Secondary schools	22	...	^a 2 059	...
Higher				
University	1	...	^a 1 416	...

Source. Costa Rica. Comisión Nacional de la Unesco.

1. Including general, vocational and teacher training.

2. Enrolment in November 1952.

3. Partial data.

C U B A

Total population (1951 midyear estimate): 5,469,000.

Total area: 114,524 square kilometres; 44,218 square miles.

Population density: 48 per square kilometre; 124 per square mile.

Enrolment in pre-primary and primary public schools (1950-51): 586,471.

Enrolment of girls as percentage of total: 50 per cent in pre-primary and primary public schools.

Illiteracy rate (1943 census) 10 years old and above: 24 per cent.

National income (1951): 1,860 million pesos.

Official exchange rate: 1 peso = 1 U.S. dollar.

Prepared by the Ministry of Education in April 1953.

LEGAL BASIS

The legal and administrative bases of education in the Republic of Cuba are established by the following instruments: Constitutional Law of 4 April 1952; Chapter VII of the Organic Law of the Executive; Education Act of 18 July 1909; General Regulations concerning Primary Education, dated 26 October 1946; and a series of laws, Orders in Council, ordinances, presidential decrees and special ministerial resolutions relating to the organization, functioning and control of the various educational institutions in Cuba.

Article 47 of the above-mentioned constitutional law states that: 'Culture, in all its forms, shall be a fundamental concern of the State. Scientific research, artistic expression and the publication of their results shall be free; the same shall apply to education, but without

prejudice to the inspection and control legally incumbent upon the State in this field.' Article 48 of the same law prescribes that: 'Primary education shall be compulsory for children of school age, and the State shall guarantee such education, without prejudice to the co-operation requested of the municipal authorities. This education, as well as pre-primary and vocational education, shall be free when it is provided by the State or the provincial or municipal authorities. The necessary educational materials shall also be supplied free of charge. Secondary education shall be free, as well as all higher education provided by the State or the municipal authorities, with the exception of specialized pre-university instruction and university education.'

Article 51 of the constitutional law states that: 'Public education shall constitute a system permitting the necessary co-ordination and continuity between the various levels,

including the higher level... Article 52 provides that 'the budget of the Ministry of Education shall not be less than the ordinary budget of any other ministry...' and that 'teachers shall have the same rights and duties as other public officials'; it guarantees that 'the appointment, promotion, transfer and dismissal of State primary and secondary teachers, as well as of inspectors, technicians and other education officials, shall be determined by purely professional considerations, without prejudice to the requirements concerning their moral qualities. All posts of directors and inspectors in official primary education shall be entrusted to certificated technicians of the corresponding faculty'.

Article 55 prescribes that State education shall be undenominational.

Rural education was reorganized under Ordinance No. 45 of 2 May 1952, which set up the Department of Rural Education, a higher administrative and technical body responsible for studying and applying the relevant provisions.

ADMINISTRATION

The territory of the Republic comprises 126 educational districts. The administration and direction of State schools of each district are entrusted to a board of education which is advised, on technical questions, by the school district inspectors. The boards of education of each of the country's six provinces are placed under the control of a provincial director; the district inspectors are subordinate to the provincial primary school inspectors.

The Board of Directors, under the chairmanship of the Director-General of Education, settles all questions concerning educational methods; the choice of textbooks, plans and curricula; the technical direction of education; the determining of the various types and categories of schools; and the drafting of standard statistics.

The Department of Education and Culture is responsible for the general technical and administrative organization of primary education and for all correspondence relating to it.

A permanent advisory committee of technicians revises and improves the curricula in the light of the results of school work and educational progress.

Private Schools

The number of private schools in the country has expanded remarkably, there being about 1,500 of them, attended by more than 120,000 pupils.

In accordance with the legal provisions governing the organization and functioning of private schools, the teachers at these schools must hold a State diploma; the curricula and timetables are based on those prescribed for the State schools; and all private schools are supervised by inspectors of the Ministry of Education, which authorizes their establishment.

The constitution guarantees freedom of religion, thought and expression; this human right is scrupulously respected in Cuba, where private education is dispensed by numerous Catholic, Protestant and Jewish colleges.

Finance

In accordance with Article 52 of the constitutional law, the budget of the Ministry of Education is the highest of all the budgets accorded to the various ministries within the framework of the general budget of the republic.

Supplies

The State provides the primary schools with all the furniture and other supplies which they require—tables, chairs, desks, slates, paper, pencils, chalk, ink, books and cleaning materials.

The State also provides secondary schools with furniture and teaching material with the exception of books, exercise books, pencils and other supplies that have to be replenished. However, the library at each secondary school contains enough books for the pupils to use them whenever necessary.

ORGANIZATION

Pre-School Education

This type of education is provided by the *jardines de la infancia* (kindergartens); the entrance age ranges from 4 to 6 years. The teacher in charge has an assistant who must possess sufficient knowledge of music to be able to teach the children suitable marches, round dances and choruses.

There are also pre-primary courses for children who are sent to the lower primary school (*escuela primaria elemental*) although they are not yet equipped to begin the first year of primary education.

Primary Education

Primary education is provided for children of 6 to 14 years of age. Under no circumstances are pupils over 18 admitted to primary schools.

Primary education consists of two stages: lower primary and upper primary. The first stage extends from the first to the sixth year, and the second stage covers the seventh, eighth and ninth years, these last two years being devoted to education of an academic or vocational nature.

Moreover, there are two series of schools: an urban series and a rural series, according to the conditions existing in the area where the school exercises its influence.

The rural schools are housed in buildings where the environment and way of life are essentially rural. They are attended by peasant children who are given suitable training for their future activities, in accordance with curricula and timetables specially drawn up for that purpose. Pupils who distinguish themselves in the rural schools pass on to the rural central schools (*hogares infantiles campesinos*), where they continue their studies as boarders for two years. In addition to studying the basic subjects, they do practical work in the fields, flower and kitchen gardens, and workshops. Throughout the national territory there are some forty rural central schools, each of

which can board 30 pupils. They include: a director's office, an administrative bureau, a library, a club, a laboratory, an infirmary, a dental surgery, a dormitory for the pupils, a dormitory for the teachers, a refectory, a bursar's office, a store, a classroom, medical services and a playing field. The staff of these rural central schools consists of a teacher-director, teachers in charge of general education, vocational education, and agricultural education respectively, a cook, an assistant and a man in charge of the housework. Pupils who distinguish themselves in the rural central schools continue their studies at the farm schools (*granjas escuelas*) of the Ministry of Agriculture, and at the secondary technical schools.

The upper primary schools are designed to complete the cycle of primary education; they must, on the one hand, supplement the pupils' lower primary education and, on the other hand, give them special knowledge of a vocational and practical nature in order to initiate them into the various callings that are of use to the community in which they live, or to train them for definite trades or professions. The curriculum of these schools covers the seventh ordinary grade, the eighth and ninth academic grades and the eighth and ninth pre-vocational grades.

The entrance age in the upper primary schools ranges from 12 to 18 years.

Secondary Education

The secondary schools (*institutos de segunda enseñanza*) prepare pupils for the higher education given at the universities. They are essentially pre-university in character and their curriculum covers four years of general training, plus one year of specialization, according to the nature of the university career to be followed by the pupil. They train for the *bachillerato* (leaving certificate) in science and arts.

Vocational Education

Schools of arts and crafts (*escuelas de artes y oficios*) provide theoretical and practical training in the fields with which each of them is concerned: mechanical masonry, joinery, decorative painting, turnery, motor mechanics, cabinet making, iron work, radio communications, engines, etc. They provide both day and evening courses, thus offering extended facilities to pupils studying in any one of these branches.

Technical schools (*escuelas técnicas industriales*) are similar, in their aims, to the schools of arts and crafts. Unlike the latter, however, they are boarding schools, and concentrate largely on industrial technical education. They have mechanical workshops; sections for smelting, welding, iron work, metal implement manufacture, brazing, ornamentation, masonry, plumbing, electrical installations, radio and electric communications, food industries, soap making, industrial photography, modelling and industrial engraving; and equipment for printing, linotyping, bookbinding, cooking and dietetics, dressmaking and hat making, ceramics, dairying, shoemaking, etc. On leaving the school, the pupils receive a certificate in the industrial branch in which they have specialized.

Commercial schools (*escuelas de comercio*) are designed to give pupils basic knowledge in the various technical branches of commerce. They provide both day and evening courses in order to facilitate attendance by the pupils, many of whom work during the daytime and can only study in the evenings. The pupils begin the preparatory course at the age of 14, after passing the entrance examination.

The School of Journalism (*escuela de periodismo*) gives pupils desiring to become professional journalists the necessary theoretical and practical training.

Schools of surveying (*escuelas de agrimensura*) are annexed to the secondary schools.

Trade centres (*centros tecnológicas*) were established

GLOSSARY

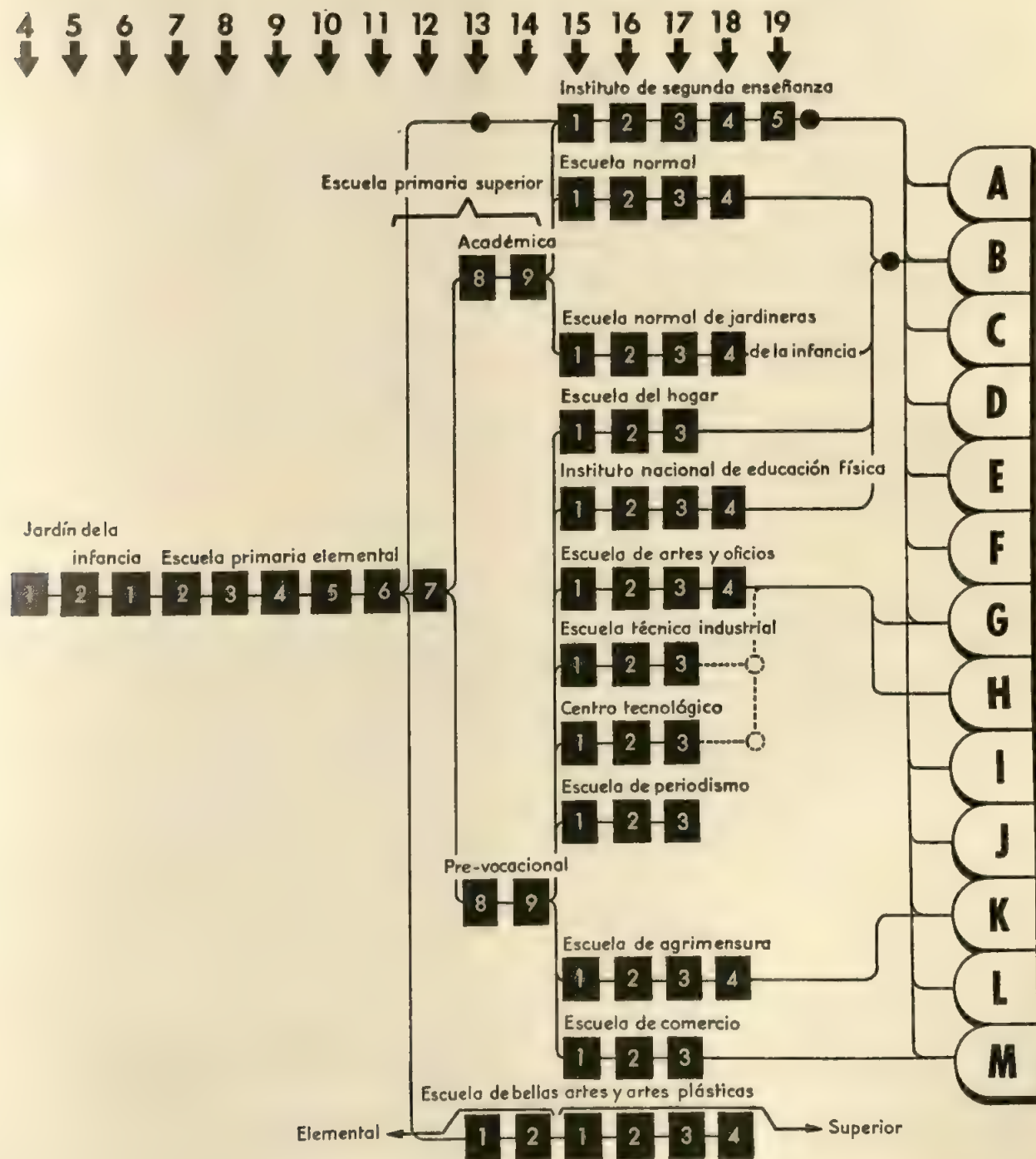
académica: see *escuela primaria superior*.
centro tecnológico: vocational training school of trades and industries, intended for orphans and poor children.
escuela de agrimensura: vocational secondary school of surveying.
escuela de artes y oficios: vocational training school of arts and crafts with day and evening courses.
escuela de bellas artes y artes plásticas: vocational training school of fine arts, either lower (*elemental*) or upper (*superior*).
escuela de comercio: vocational secondary school of commerce.
escuela del hogar: vocational secondary school of home economics.
escuela normal: teacher-training school.
escuela normal de jardineras de la infancia: teacher-training school for women teachers in pre-primary schools.

escuela de periodismo: vocational secondary school of journalism.
escuela primaria elemental: school providing the lower cycle of primary education.
escuela primaria superior: school providing the upper cycle of primary education with optional streams: *académica* leading to general secondary and pre-vocational to vocational education.
escuela técnica industrial: vocational training school of trades and industries with boarding establishment.
instituto nacional de educación física: specialized secondary and teacher-training school of physical education.
instituto de segunda enseñanza: general secondary school.
jardín de la infancia: pre-primary school.
pre-vocacional: see *escuela primaria superior*.

HIGHER EDUCATION FACULTIES AND COLLEGES

- A. *Filosofía y letras*: arts.
- B. *Educación*: education.
- C. *Derecho*: law.
- D. *Medicina*: medicine.
- E. *Ciencias*: science.
- F. *Ciencias sociales*: social sciences.
- G. *Ingeniería*: engineering.
- H. *Arquitectura*: architecture.
- I. *Farmacia*: pharmacy.
- J. *Odontología*: dentistry.
- K. *Agronomía*: agronomy.
- L. *Medicina veterinaria*: veterinary medicine.
- M. *Ciencias comerciales*: commerce.

DIAGRAM



in order to complete the education of poor children, especially orphans; at present there are five of them, and they can board 4,380 pupils of both sexes. Generally speaking these trade centres are veritable technical schools of a vocational nature where, by means of tests, the pupils are led to interest themselves in particular branches of activity. The centres comprise sections for mechanics, woodwork, building, electricity, industrial chemistry, industrial arts, graphic arts and agriculture. There are also 26 workshops and sections specializing in cooking and pastrymaking, horticulture and gardening, dress-making, manual and industrial arts, beauty treatment, adjusting, assembling and machine tools, tinwork, sheet iron manufacture, smelting, iron work, forging, cabinet making, masonry, zootechnics, etc.

Home economics schools (*escuelas del hogar*). Apart from their teacher-training courses, these schools train girls to become accomplished housekeepers, by giving them the necessary instruction in child rearing, embroidery, laundering, pastrymaking, music, the keeping of domestic accounts, etc.

Schools of fine and plastic arts (*escuelas de bellas artes y artes plásticas*), as their name indicates, are open to pupils who wish to practise drawing, painting, sculpture, engraving, modelling, etc. The duration of the pupil's studies varies according to the nature of the subject chosen. There is no age limit for admission.

Higher Education

Higher education takes place at the universities. There are three State universities (Havana University, Oriente University and the Central University of Las Villas), and a private Catholic university (Santo Tomás de Vilanova University). The Polytechnic University of Camagüey is about to be recognized by the State.

At Havana University, for instance, instruction is given in the following faculties: philosophy and arts; science; civil engineering; architecture; education; agronomy; medicine; pharmacy; dentistry; veterinary science; law; commercial science.

The universities enjoy complete educational and administrative independence, and the central government has no part in their functioning.

Teacher Education

Teacher-training schools for kindergarten teachers (*escuelas normales de jardineras de la infancia*) have a programme of a four-year course in specialized teaching, in accordance with modern pedagogical principles, and the students do the necessary practical work in the kindergartens which are annexed to these schools.

Teacher-training schools (*escuelas normales*) prepare primary teachers and admit students at the age of 14. Studies last for four years, the first two years being devoted to general subjects and the last two to special pedagogical subjects, as well as to related subjects such as educational psychology, school hygiene, school organization and administration, etc. To each teacher-training school a primary school is attached, where the student teachers can do practical work.

There are rural educational missions whose basic task is to complete the vocational training of rural primary teachers.

The home economics schools (*escuelas del hogar*) already mentioned train future women teachers of manual work and home economics for the primary schools. The students must complete three years of theoretical and practical work in order to obtain their diploma. They are admitted to these schools only if they pass the entrance examination.

The National Institute of Physical Education (*Instituto nacional de educación física*) trains physical education instructors for primary and secondary schools and universities. It also furthers the development and practice of physical education in all its forms.

Special Education

Various institutions are devoted to the study, readjustment and education of abnormal children and adults: clinics and psycho-educational laboratories for backward and defective children, educational centres for the blind and the deaf-and-dumb, special courses for the correction of speech defects, institutes for the rehabilitation of crippled persons.

ADULT EDUCATION

Rural educational missions. In addition to completing the training of rural teachers, these missions promote the raising of the peasants' cultural, economic and social standards. Their influence is thus brought to bear on the teachers, pupils and inhabitants of the zones entrusted to them. In order to facilitate their work in the rural areas of the national territory, the latter has been split up into 60 school zones. Each educational mission includes a pedagogical expert, an agricultural expert, a teacher of arts and crafts, a woman teacher of home economics, a doctor, a dentist, a veterinary surgeon, a laboratory assistant, a radio technician and a midwife.

The present organization of rural education stems from the fact that 52 per cent of the Cuban population is rural; it is also due to the characteristic features of this essentially agricultural country. It is not surprising, therefore, that the present government of the republic is taking a special interest in the organization of rural education, which it regards as an essential factor in the development of national feeling.

Adult education courses. With a view to eradicating adult illiteracy and making adults better qualified for their professional activities, numerous evening courses, attended by young people of over 14, are given throughout the Cuban Republic.

These courses are extremely useful for those who cannot attend the day schools because they are obliged to work during the daytime. The evening courses have now been reorganized so as to include workshop activities adapted to the various professions practised in the localities where the courses are given.

STATUS OF TEACHERS

Urban and rural teachers have the same rights and duties; they must also possess the same qualifications, as a rural teacher can be transferred to an urban area and vice versa.

Primary teachers are appointed after an annual competitive examination, according to their place on the list of results. Promotion is also in order of merit.

Primary teachers receive a monthly salary of 150 pesos, the highest yet paid to Cuban teachers. Moreover, they are entitled to a monthly bonus of 5 pesos during the first five years of service and 10 pesos after 10 years' service. Rural teachers receive monthly allowances of 20, 30 and 40 pesos so that they may live in the locality of their school and thus be in a better position to exert a good influence on the social environment.

Under existing legislation, a candidate for appointment as a primary teacher must hold the primary teacher's certificate or a teacher-training school certificate, or have a degree in education.

Pensions have been established in order to provide for teachers' old age. Teachers are entitled to a pension if they satisfy the requirements of the relevant regulations. In certain cases, the pension amounts to 80 per cent of the highest annual salary paid to a teacher of the category involved.

SCHOOL WELFARE SERVICES

School health service. The school health service, attached to the Ministry of Education with the task of seeing to the pupils' health, is concerned with the following matters: (a) school hygiene; (b) state of the school buildings; (c) medical inspection of the pupils, the teachers, and the staff members who live on the school premises; (d) prevention of contagious diseases; (e) co-operation in the safeguarding of health during school hours; (f) co-operation in establishing healthy physical education for the pupils; (g) organizing the listing of abnormal pupils; (h) dental and associated hygiene; (i) prevention of tuberculosis at school; (j) disinfection campaigns among the pupils.

This school health service consists of the National Board of School Hygiene, under the direction of a doctor; school health dispensary, where the pupils are tended by 10 doctors and 9 dentists; school health division, consisting of 184 doctors, 188 dentists, 49 medical dispensaries and 82 dental surgeries spread over the most densely populated areas.

Medical and dental care is given free of charge.

School meals. As the pupils of the lower State primary schools come from the poorest families, the State endeavours to remedy, as far as possible, their condition of malnutrition. For that purpose, it has organized a system of school lunches and snacks. This excellent social welfare service provides all children who so desire with a lunch or snack prepared in accordance with the directives of the Food and Dietetics Department of the Ministry of Education.

Associations and federations of pupils' parents, villagers and teachers. Associations of this type have been organized in accordance with rules adopted by the Ministry of Education in order that they may contribute to the success of the schools' educational work.

Each school brings together the pupils' parents and the local inhabitants and encourages them to co-operate. The aim of the association so formed is to establish relations between the teachers and the inhabitants of the school zone, in order to promote the progress of the school centre.

The officers of these various local associations then appoint delegates who form the federation of the pupils' parents, villagers and teachers of the school district. This federation endeavours to ensure that the school is provided with every possible amenity and that its prestige is increased.

The launching of this scheme has shown how useful it is to establish cordial and harmonious relations between the pupils' parents and the teachers.

The Department of Cultural Relations. The task of the Department of Cultural Relations at the Ministry of Education is to help to raise the cultural level of the people and to promote artistic activities of all kinds, especially through fine arts teaching in the schools, academies, conservatories and other similar State establishments; the granting of fellowships for study of the arts abroad; the inspection of private schools of fine arts; and the organization and direction of official activities designed to develop in the community a taste for, and the study of, music, literature, the plastic arts, dancing and the theatre, by means of exhibitions, concerts, recitals, plays, competitions, debates, prizes and so forth.

This department is also responsible for broadcasting and television in the cultural field; the guidance of enterprises for enlisting the public's help in the literacy campaign; the organizing of cultural missions; the editing and publishing of official booklets of a cultural nature; the organizing of intellectual debates; the creation of special chairs in educational establishments; in short, for everything that can contribute to the general spread of cultural values.

Lastly, the department endeavours to make Cuban culture known abroad and to familiarize Cubans with the culture of foreign countries. To this end it organizes congresses, conferences and the exchange of teachers, makes fellowships available, and so forth. It also organizes the permanent exchange of educational publications, sees to the character and expansion of the Ministry of Education's Library, and arranges for the translation into Spanish of foreign works likely to contribute something new to the Cuban educational system. It protects the nation's heritage in historical relics, monuments etc; determines which monuments shall be declared national; and takes action in the interest of libraries, academies, museums, monuments and archives.

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1. HIGHER EDUCATION, 1951/52

Faculty	Students enrolled	Faculty	Students enrolled
All faculties	16 726	Pharmacy	1 350
Law	1 770	Dentistry	505
Social science and international law	261	Veterinary science	226
Philosophy and literature	851	Architecture	547
Natural science	388	Agriculture	395
Medicine	3 633	Commerce	2 204
		Engineering	944
		Education	3 652

Source. Cuba. Ministerio de Educación.

2. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of schools	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Kindergartens, urban	...	1 679	1 679	55 989	28 538
Kindergartens, rural	...	15	15	290	149
Infant schools, urban	...	...	...	9 388	5 001
Infant schools rural	...	...	...	1 281	602
Primary					
Primary schools, urban	...	15 333	13 114	334 072	174 795
Primary schools, rural	...	5 333	4 062	195 451	92 795
Primary schools, private	...	...	...	120 000	...
Secondary					
<i>General</i>					
Secondary schools	21	1 151	...	21 050	...
<i>Teacher training</i>					
Teacher-training schools	9	391	...	6 750	...
Training schools for kindergarten teachers	4	101	101	1 900	1 900
<i>Vocational</i>					
Schools of commerce	13	475	...	5 450	...
Schools of home economics	13	506	...	5 050	...
Schools of fine arts	6	117	...	1 700	...
Schools of arts and crafts	7	274	...	2 900	...
Technical schools	3	179	...	2 000	—
School of journalism	1	33	...	400	...
Higher					
University	1	...	...	16 726	...

Source. Cuba. Ministerio de Educación.

CZECHOSLOVAKIA

Total population (latest official estimate): 12,340,000.
Total area: 128,000 square kilometres; 49,420 square miles.
Population density: 96 per square kilometre; 250 per square mile.
Enrolment of girls as percentage of total (estimated): 50 per cent in primary schools.

Based on published sources, prepared in June 1953.

LEGAL BASIS

The new Czechoslovak Constitution, adopted on 9 May 1948, includes the following article about education: 'Every citizen is entitled to education. The State is concerned to provide every individual with an education and training commensurate with his aptitudes, bearing in mind the needs of the community.'

Basic education is uniform, compulsory and free.

In 1948 the National Constituent Assembly of the Republic of Czechoslovakia voted Law No. 95 prescribing the main lines on which the uniform type of primary school should be organized. This law came into force on 1 September of the same year. A further law on education, passed by the Assembly in April 1953, provides for the extension of intermediate and secondary education to all children and the adaptation of education to the industrial and agricultural development of the country.

The law relating to universities and institutions of higher education was passed on 18 May 1950.

These laws define the principles, trends and organization of the present educational system.

ADMINISTRATION

The Ministry of Education and Popular Culture has the ultimate responsibility for the administration and supervision of education, and lays down the standards by which it is governed.

Save for exceptional cases, covered by a special Act, all schools are operated by the State, which pays the salaries of teachers and part of the cost of materials. Textbooks are issued by a national publishing house, their publication being regulated by official instructions. The Educational Research Institute prepares these textbooks for primary, intermediate and secondary schools.

The State building enterprises—which are completely nationalized—include special sections for the erection of school buildings of a standardized design.

In December 1948 the public administration—including that of education—was decentralized by the division of the country into regions. There are nine of these in Slovakia and 13 in Bohemia and Moravia-Silesia. In each of them the National Committee includes a department of education, popular culture and physical culture. Government Order No. 14, issued in 1949, defined the powers and competence of these departments. Many questions which

had hitherto devolved upon the Ministry of Education, Sciences and Arts were transferred to the regional or district national committees; while others, which had been handled by the district national committees, are now dealt with by the local national committees and the heads of schools.

The question of the management and inspection of schools has been given a temporary solution. District school inspectors deal with nursery schools and with primary and intermediate schools; each region has a regional woman inspector of nursery schools, a regional inspector of primary and intermediate schools, and regional inspectors of lower schools of agriculture and secondary schools (*gymnasiums* and certain technical schools). The work of the inspectors is supplemented by that of professional advisory councils or district or regional educational councils.

Universities are directly dependent upon the Ministry.

All children receive their education, in the form of general and specialized training, in schools which are organized according to a uniform system. One of the general aims of education is to train citizens to realize, nationally and politically, the importance of the democratic People's State, so that they shall defend their country, the workers and the socialist system with energy. Compulsory schooling begins at 6 years of age and lasts for nine years—five years at the national school and four years at the lower secondary or intermediate school. The majority of schools are co-educational.

The Ministry of Education and Popular Culture publishes the curricula for all schools and the regulations applied in them. A special law relates to pre-military training in schools.

ORGANIZATION

Until recently, education in Czechoslovakia was divided into three cycles of five, four and four years respectively, the compulsory period of which covered nine years (from 6 to 14 years of age). The new law of April 1953 paves the way for the reorganization of this system; there is no change in the length of the compulsory period, but two types of school are to be set up—one providing an eight-year course made up of two four-year cycles, and one giving an 11-year course (4 + 4 + 3). The most promising pupils from the former type of school will be eligible for entry into the ninth-year class of the latter type. These schools will be opened at a rate commensurate with the

economic requirements of the different regions, and the curricula will be adapted to those requirements. It is anticipated that 79 such schools will be opened in 1954-55, and 253 schools of the first type in 1953-54. The minimum age for admission to the higher schools (by competitive examination) will be raised to 17; and the courses, particularly in technological subjects, will be extended beyond the present four years.

Pre-School Education

This type of education is not compulsory. A nursery school is opened in a parish or on the premises of a firm, when not less than 20 children are available. If this nursery school is equipped for teaching all children of not less than five years old living in the area concerned, the regional National Committee may make attendance compulsory. There is a tendency for further nursery schools to be opened for children whose mothers go out to work. Premises are made available by the parish or by some business enterprise, and the parents pay a subscription to cover the cost of food. The nursery school is designed to co-operate with parents in educating children from 3 to 6 years of age and protecting their health and social development. In some cases—for instance, when the mother goes out to work and no crèche is available—nursery schools may accept children at 2 years of age.

Primary Education

This is provided by the 'National Schools', in a five-year course which gives the children the grounding of their general education. The subjects taught are: mother tongue; Russian (two hours a week during the fourth and fifth years); general knowledge; national history and geography; arithmetic and geometry; writing; drawing; handwork; religion; musical education; physical education. In the third, fourth and fifth years, two further hours a week are devoted to group work in music, physical education, etc., by pupils who have similar tastes and needs.

Secondary Education

The lower cycle of this branch of education covers four years. The following subjects are taught: mother tongue (Czech or Slovak); Russian; civics; history; geography; natural sciences; chemistry; physics; mathematics; drawing; religion; musical education; physical education; domestic science (for girls). The pupils may join study groups if they so desire. In their final year, the children must do at least four weeks of manual work.

Although daily school attendance ceases to be enforced at the age of 15, this does not mean the end of all compulsory education. Part of the duty of the lower secondary school is to discover the children's aptitudes and help them in the choice of their future profession or studies. Admission to the upper secondary schools is governed by the results of an examination designed to test the capabilities and aptitudes of the pupils.

The higher cycle of secondary education is provided in schools—opened or closed down in accordance with a plan prepared by the government—some of which are compulsory and others selective.

Compulsory schools: basic vocational schools. The compulsory schools are attended by pupils who are learning a craft or trade and by others who are employed in agriculture or in factories, and who receive instruction to supplement the practical experience gained at their work. The majority of apprentices obtain their training by working five days a week and spending eight hours of the sixth working day in compulsory classes at a fundamental vocational training school. As a general rule these schools, which are highly specialized, give a three-year course. Thus, compulsory school attendance really ends only at the age of 18.

Selective schools. The Ministry of Education and Popular Culture has published the regulations governing admission to these schools and describing the basis of selection. The applicant's abilities are taken into account, together with his attitude towards work and the public spirit he displays. Candidates are admitted according to order of merit, as and when places are available, and the number of places in each school is fixed by the Ministry of Education and Popular Culture. Except during their final year, pupils are required to do at least four weeks' manual work per year in agriculture, industry, handicrafts or trade.

Selective vocational schools. These generally give a four-year course, and are so organized that a pupil can pass from one type of vocational school to another type, or to a secondary school. It is thus possible to correct any mistakes which might have occurred when a child's aptitudes were being determined.

These schools provide higher vocational education (agriculture, industry, trade, transport, women's employments, art work, welfare and health services, food, etc.) together with a general cultural course which is common to all of them, so that, if need be, pupils can enter other higher educational establishments. After completing the course at a selective vocational school, pupils may either enter employment or continue their higher education.

It should be noted that evening classes were opened in 1952, to enable those already in employment to acquire a culture proportionate to their abilities. After three years of study on a half-daily basis, factory workers qualify as foremen. Young workers, beginning at the age of 18, can obtain the same qualification by taking a full-time two-year course. The most promising of them can follow this with a further two years, to prepare them for the technical school-leaving certificate. Salaries for factory workers are graded according to these qualifications; they increase progressively from that of the unskilled workman to those of holders of the two-year and four-year certificates and of the qualified engineer.

Secondary schools (gymnasiums). Direct access to the university is obtained by way of the secondary schools, which give a four-year course. They have a general and a technical section. The following subjects are taught: mother tongue (Czech or Slovak), Russian, a second modern language, geography, history, civics, philosophy, mathematics, natural science, chemistry, physics, art education, musical education; the pupils also take part in seminars and study groups. Latin is compulsory in the

general section, and descriptive geometry in the technical section.

Higher Education

Generally speaking, the aim of the higher educational establishments is to train an elite, destined to build up a standard of living appropriate to a socialist state by utilizing the results of scientific and other discoveries.

There are four universities (Prague, Brno, Bratislava, Olomouč) and 18 higher educational institutions. The students take an examination in their respective subjects each year, and sit for the terminal examination at the end of their fourth year. Through their different organizations, the students take an active share in university affairs, and are represented in all the official bodies and even on the boards of examiners of the various faculties. The spirit of the university reforms of 1950 is particularly reflected in the scope given for discussion and criticism, collective work and social responsibility.

The study of the fundamental principles of Marxist-Leninist thought is compulsory at the universities, which are training a new type of student and intellectual, whose concern is the extension of socialism and the concept of the international solidarity of the working class.

Education of Teachers

The first centres for the development of educational theories, intended to assist all types of school—the Komenský Pedagogical Research Institute at Prague and a State institute of pedagogy at Bratislava—were opened in 1945. Universities have been provided with separate faculties of pedagogy, which provide the training required by students who intend to become teachers in the lower and upper secondary grade schools. The latter group receive their training in special subjects in the faculties of science, philology, philosophy and history. The new science of education, which is based on the system adopted in the U.S.S.R., bears no resemblance to the theories applied in this field before 1945.

Special Education

The fifth chapter of the Schools Act of 1948 prescribes the lines to be followed by the special schools for physically, mentally or morally defective children. Schools exist for the blind, for the deaf-and-dumb, and for cripples. There are also special schools for the mentally deficient, and schools attached to sanatoria and reformatories.

ADULT EDUCATION

Adult education is provided by three types of school:

1. The Adult Academies (a six to eight-month course), at the higher educational level. The intention is to open certain of these academies in the university towns. They will give university extension course.
2. The Higher Adult Schools (an eight-month course). These are planned for establishment in the chief town of each district where there is a higher cycle secondary school, their curriculum being similar to that of the

full-time secondary schools. They give evening classes and, in country districts, organize tours by specialized teachers and discussions on questions of topical interest.

3. District schools for adults (an eight-month course) are to operate wherever a lower secondary school already exists. The curriculum is similar to that of the intermediate schools. Specialized evening and Sunday classes are also arranged, dealing with industrial or agricultural questions of local interest.

When this system has been fully developed there will be about 8 academies, 150 higher schools and 1,500 district schools.

YOUTH MOVEMENTS

The Union of Youth Movements is concerned with young people from the age of 14 upwards, whether they are at school or in employment. It plays an important part in social, political and cultural education, organizes 'workers' brigades', art groups, theatrical companies and sports teams.

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SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers	Students
Pre-school			
Nursery school ¹	6 318	...	232 858
Primary			
National schools	6 185	36 819	1 229 957
Secondary			
General	405	...	95 930
Vocational			
Industrial schools ¹	233	...	46 150
Professional schools ¹	415	...	82 660
Higher			
Universities and institutes	21	7 113	32 790

Source. Data compiled from various sources.

1. Figures for 1952.

DENMARK

Total population (1951 midyear estimate): 4,303,000.

Total area: 43,000 square kilometres ; 16,600 square miles.

Population density: 100 per square kilometre ; 260 per square mile.

Population, within compulsory school age limits (1 January 1951): 460,615.

Total enrolment, within compulsory school age limits (1 January 1951): 459,236.

Enrolment of girls as percentage of total: 49 per cent in primary schools.

Pupil-teacher ratio: 33 in primary schools.

National income (1951): 21,002 million Danish kroner.

Public expenditure on education (1951): 496 million Danish kroner.

Official exchange rate: 1 krone = 0.1448 U.S. dollar.

Prepared by the Danish National Commission for Unesco, in June 1953.

LEGAL BASIS

Up to the beginning of the twentieth century the national system of education consisted of two separate worlds: (a) the elementary school, 7 to 14 years of age; (b) the secondary school, 11 to 18 years of age. The former contained the great bulk of children belonging to the middle and lower classes. The latter was frequented by a limited and exclusive number of pupils most of whom were recruited from independent preparatory schools. Few pupils from the elementary schools transferred to the secondary stage.

A new era was, however, inaugurated in the political situation in 1901 when the Liberals came into power and adopted the parliamentary system. As a consequence of this event a democratic development of the educational system began. The first step was taken in 1903 when the Higher Education Act was passed. According to this the 'middle school' was created within the urban system as a link between the two worlds and the way was opened for the brightest among the elementary pupils to transfer to the new intermediate stage of the secondary school at the age of 11+, and, passing through the four-year course provided, to proceed to the senior stage, the *gymnasium*, with its three-year course leading to immatriculation. The middle school was to be established both in the exclusive grammar school and in the urban municipal school.

The second step in the development on democratic lines was taken in 1937 when the Public Education Act was passed, drafted by the Labour Government and carried through by the left wing of the Liberals and Labour. By that reform the middle school was generalized in the urban system, so that henceforth all pupils automatically proceed from the primary stage, comprising the age range of 7 to 11+, to the secondary stage, the middle school, at 11+. The middle school is divided into an examination middle school and a non-examination middle school.

Since then the principle of 'secondary education for all' has been adopted in the statutory system of urban schools. Only in rural areas where the population is not dense enough—and it is in the majority—the old elementary system with a separate school for children between 7 and 14

and without an organic unification with the secondary stages has been maintained.

ORGANIZATION

The Public School System

The statutory system is graphically described by the following diagram showing both the branched urban school and the prevailing varieties of modern rural types.

Pre-schools such as nurseries, kindergartens, etc., do not belong to the national system. Such schools do exist, but they are independent and established by private persons or bodies in the capital and some other large towns. Generally they are grant-aided by the government and the municipalities. They admit children of 3 to 7 years of age, and the parents have to pay a small fee.

Compulsory education begins at 7. The urban primary stage consists of four classes, but in the capital and most of the larger towns five classes are usual, with a corresponding raising of the age of entry to secondary education. At 11 or 12, when all children proceed to the bifurcated middle school, they consequently have a choice between the two branches: the academic or 'examination middle school' (i.e. a school with external control) and the practical or pre-vocational 'non-examination middle school', that is a school with internal assessment only. Those who apply for admission in the former have to pass a control test consisting of a written examination in the elementary subjects and the result of this examination is—together with a general testimonial given by the primary teachers—the background of the selection. The majority of these students, on an average 40 per cent of the whole year range, pass and proceed to the examination branch. At the end of the four-year course they have to pass the middle school examination at 15—or at 16 in cases where the primary course has comprised five years. Again they have a choice. They may leave the school, of course, and as the compulsory education age ceases at 14, they might have done so already, which about one-third certainly do; but if they choose to remain at school and proceed to the senior stage of the secondary school, they

may either go to a one-year course in the 'real-class' or to the three-year course in the *gymnasium*. At the end of the former they go in for the lower certificate, which qualifies them for the civil service or clerical posts. The *gymnasium* includes three streams with classics, modern languages, and mathematics and science respectively as speciality and leads to the higher certificate (*studentereksamen*), which gives access to the university and the professional colleges.

The majority of the pupils—those who do not transfer to the academic branch—proceed to the pre-vocational or practical middle school without any test. This is also supposed to comprise a four-year course, but only 11-12 per cent remain beyond the limit of the compulsory age, which, as a matter of fact, does not correspond to the legal framework of the school. Consequently the authorities are not bound to set up the top class unless a reasonable number of pupils (10) apply for it.

In 1950-51, in the two branches of the middle school as a whole, 51.2 per cent of the pupils in urban schools left school at the age of 14 (against 55.3 per cent the previous year). Of the 48.8 per cent remaining, 37.6 per cent were in the examination branch, and only 11.2 per cent in the practical branch.

Transfer from the latter to the former is, according to latest regulations (1952), facilitated in the Copenhagen system inasmuch as pupils who have finished the third grade in the non-examination middle school and reveal ability for academic studies may be transferred to the third grade of the examination middle school. Their admission is, however, subject to a general control test in basic knowledge, and a special course, preparing for the middle school examination, will have to be arranged for such pupils within the framework of the examination middle school. Also for the pupils who continue in the practical middle school there is a chance of further secondary education, as most towns have established a supplementary examination course of two or three years' duration leading to a lower certificate similar to that taken from the 'real-class' (*prøliminæreksamen*).

The reason why the Education Act of 1937 makes exceptions to the principle of 'secondary education for all' as far as rural districts are concerned is that the sparse population necessitates the establishment of comparatively small schools in which the number of children is not sufficient to justify a primary school with the superstructure of a two-branched middle school. The Act, therefore, lays down that while children within the compulsory education age (7 to 14) shall form a unity, classes for the younger children proper (7 to 10) may be detached as special classes (the infant schools or *forskoler*), which are situated so that children do not have too far to travel. The older children (10 to 14) are collected in a consolidated main school or *hovedskole* for the whole (or greater part of) the municipality, or even for two or three co-operating municipalities. This consolidated rural system has been adopted by an increasing number of rural municipalities owing to the technical equipment required by the Act (gymnasium, bath, changing room, workshops for woodwork and domestic science, adequate educational appliances, etc.). The majority of rural areas have, however, so far preferred to maintain a fully equipped

all-age school in each individual district, comprising one or two villages. Such individual village schools are organized with two to five classes according to the number of children. Generally they have three or four classes and two or three teachers respectively. The 'scattered' system is more expensive than consolidation because it requires more equipment and teachers. Still, it is chosen by the majority of rural areas although they have to pay the major part of the expenses themselves, being responsible for housing and equipping their schools and paying approximately 50 per cent of the teachers' salaries. The people concerned think it a great advantage to the social and cultural life of their small community to have their own school and their own teacher. Moreover, the system avoids the problem of transportation. The Act leaves it to the municipal authorities to decide which system they will adopt. Statistics for 1951 show the following picture:

SCHOOL PATTERN IN DENMARK. 1951

Small all-age village schools		Central and consolidated schools	
No. of classes per school	No. of schools	No. of classes per school	No. of schools
1	¹ 88	6	140
2	² 158	7	89
3	672	³ 7	91
4	921	³ 8	53
5	167		

A total of 3,006 village schools and 373 central and consolidated schools.

1. Usually on islands.
2. Not yet reorganized.
3. Urban type.

Rural schools, even of the small type are not, however, quite devoid of facilities for secondary education. They may develop voluntary continuation classes for pupils of 14 to 18. Such classes may be common for several districts, and the lessons given can comprise both courses without examination control and courses which bring the pupils to a State-controlled examination equal to the *prøliminæreksamen*. Where such classes are not established children wishing to pursue their education have to attend the nearest urban school or one of the complete secondary schools set up by the State or a private examination school.

As shown in the diagram earlier special classes for handicapped children belong to the system in both urban and rural areas. The Act provides that special instruction must be given to children incapable of receiving ordinary school instruction, viz. children who are deficient in intelligence (with an I.Q. below 90), hard of hearing, weak sighted, retarded in speech and reading or otherwise maladjusted. If there are at least 20 children of any of these categories in a municipality the local authorities must establish special classes for these children. If there are less than 20, the special instruction must be given these children individually within the normal class. An adequate set of textbooks for this purpose has been prepared by a committee set up by the Ministry.

FURTHER AND ADULT EDUCATION

Side by side with the above system, numerous schools and courses are open for pupils desirous of further education.

Non-vocational Education

Non-vocational further education is deeply rooted in Danish history. Even the Fundamental Education Act of 1814 contained the provision that young persons after confirmation at 14 should be offered facilities for keeping up their school learning, and since then a wide system of adult education has developed.

Evening schools are open to young persons of both sexes over the compulsory school age. Most of these schools are established by local authorities, others by associations or private persons (teachers), and according to the Evening School Act of 1942, they are entitled to support from the State if their curriculum has been approved by the local authority.

An *unskilled adolescent education* is offered to young persons who are not apprenticed to any trade. It has as its background partly the increasing industrialism and mechanization of the inter-war period, which to a large extent rendered skilled labour superfluous and created a great number of juvenile, unskilled workers; and partly a growing realization that such young persons are in need both of the moral and of the vocational support a school can give. This youth school, therefore, fulfils a double purpose. It endeavours to give adolescents an orientation in the industrial life they have become members of, and

at the same time to show them how through their work they are citizens in a community and have the rights and duties of citizens. The Act requires the courses to extend over two years and to comprise at least 180, at most 360 hours.

Private continuation schools, 68 in number, or 'after schools', as they are called, are established in rural districts all over the country. They are open to young persons between 14 and 18 years of age. As a rule they are boarding schools providing a five-month winter course for boys and a three- or four-month course for girls. They are all private institutions owned by the principal himself or by voluntary bodies. Government grants, made by the Act of 1942, include a basic amount and additional support covering one-half of the teachers' salary and contributions towards expenditure on educational material and buildings. Moreover the government pays maintenance allowances to the pupils.

People's high schools—to be found in all parts of the country—are boarding schools for men and women over 18 years of age. As a rule they provide five- or six-month winter courses for men or for both sexes, and three-month courses in summer (May-July) for women. There are no entrance qualifications and students do not prepare for any examination. The great majority of the students are country people. Two of them are workers' high schools, the students of which are mostly recruited from towns. One is the International High School, with students and teachers from various countries.

All the people's high schools are private institutions. They aim at awakening an interest in the history and

GLOSSARY

aftenskoler: evening schools for young people providing non-vocational education beyond compulsory school years.
almindeligt seminarium: teacher-training college.

eksamensfri Mellemsskole: lower general secondary school of modern type.

eksamenskursus: accelerated course enabling older pupils who have not attended the academic type of secondary school to qualify for further education.

eksamensmellemsskole: lower general secondary school with academic bias.

folkskolen: complete primary school.

folkehøjskoler: residential college providing courses of general education for adults (folk high schools).

forberedelses klasse: preparatory class for entrance into certain institutions.

forskole: lower rural primary school.

forskole seminarium: teacher-training college for teachers in lower rural primary school.

grundskole: lower urban primary school.
gymnasium: upper general secondary school.

handelsskole: lower vocational secondary school of commerce.

håndværksskoler: part-time vocational training school for apprentices.

højere handelsskole: upper vocational secondary school of commerce.

hovedskole: upper rural primary school.

husholdningsskoler: college of domestic science for adults.

landbrugsskoler: agricultural college of further education.

landsbysskole: complete rural primary school.

præliminærsskole: lower general secondary school with practical bias.

realklasse: upper general secondary school preparing for careers in commerce, civil service, etc.

særundervisning: special schools for physically and mentally handicapped children.

studenterlinje på seminarium: accelerated course at teacher-training college.

ungdomsskoler: school for young unskilled workers.

B. *Polyteknisk - Løreanstalt*: technical university of Denmark.

C. *Tandlægehøjskolen*: school of dentistry.

D. *Farmaceutisk Løreanstalt*: college of pharmacy.

E. *Det kgl. Akademi for de Skønne Kunster*: Royal Academy of Fine Arts.

F. *Musikkonservatoriet*: conservatory of music.

G. *Den kgl. Veterinær- og Landbohøjskole*: Royal Veterinary and Agricultural College.

H. *Handelshøjskolen*: graduate business school.

I. *Teknikum og supplerende teoretisk og praktisk uddannelse*: technical college.

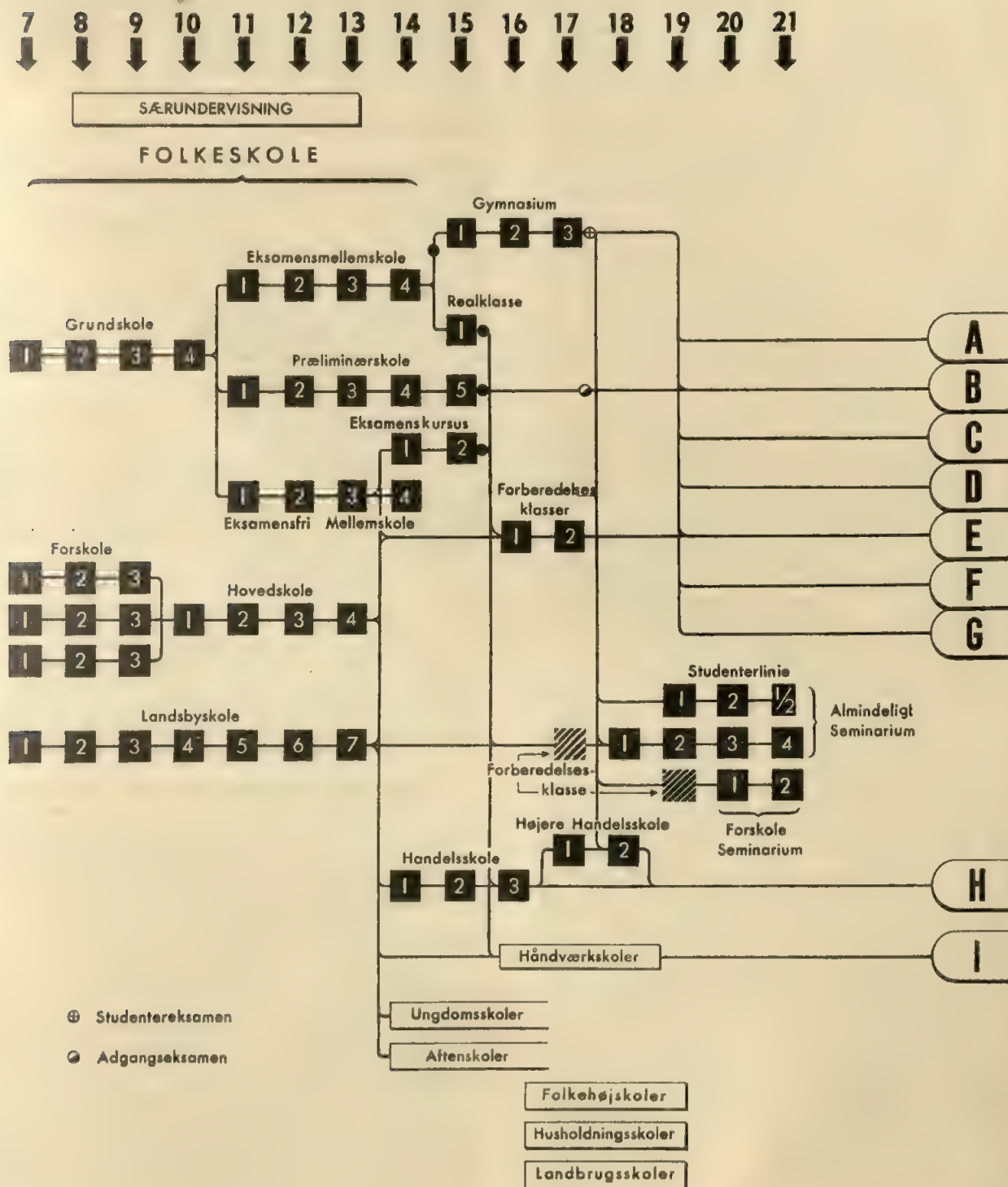
EXAMINATIONS

adgangseksamen: entrance examination.
studentereksamen: matriculation.

POST-SECONDARY EDUCATION

A. *Universitetet*: university.

DIAGRAM



spiritual life of the people. The first one was opened in 1844 in South Jutland as a bulwark against German penetration, and during a century the growth of the schools has run parallel to that of Danish democracy and religious and social currents. The government makes a grant to any school that has gathered a certain minimum of students; this grant consists partly of a basic amount, partly of annual contributions to buildings (2 per cent of the value) and to teachers' salaries (50 per cent) and educational materials (35 per cent). Further, the State pays maintenance allowances to the students, generally covering 50 per cent of the school fees, in which is included tuition, board and lodging.

Following the principles and spirit of the people's high schools a number of agricultural schools and special smallholders' schools sprang up towards the end of the nineteenth century. They are independent institutions for adults over 18 years, State-aided in the same way as the people's high schools. They provide strictly vocational instruction but aim also to awaken the students through lectures on general subjects. The courses last from five to nine months. Similar to these schools are the domestic science schools for adults which arose at the beginning of the present century. They are independent boarding schools which provide both summer and winter courses of some five months' duration. The government makes a grant to these schools on the same principles as those applied to the people's high schools.

A feature common to all these schools is that they are voluntary. The students may attend the schools if they like, and they may, also at will, leave them again at any time. The teachers must therefore know how to arouse and hold the interest of the pupils; they have a very free hand, with no examinations and very little inspection.

Vocational Training

Although the non-vocational education has a considerable bias toward professional and vocational interests, a highly elaborated and varied system of vocational schools has developed. It does not, however, belong to the public school system and is not run by the Ministry of Education. Trade and commerce are responsible for training their own apprentices, and no law enforces the setting up of technical or commercial schools. Nevertheless such schools are scattered all over the country, erected by associations of tradespeople on their own initiative. Broadly speaking they are divided into schools for apprentices between 14 or 15 and 18 or 19 years of age, and schools or courses for further training, technological institutes of various types, technical centres and higher commercial colleges.

They are State-aided institutions. The government makes grants covering up to 50 per cent of expenses, paid through the Ministry of Trade which supervises the schools. Local authorities also make grants, and trade unions and associations of employers co-operate in arranging and developing the necessary central institutes and individual schools. One of the institutes, the apprentice school for domestic workers in Copenhagen, has been established by the trade union itself.

According to the Apprentice Act of 1937, the training must lead to a final examination or to probation work,

including a practical and a theoretical test. School attendance, at the cost of the employers, is therefore obligatory for all apprentices who have made a contract with their employers. If such a school is not available within a reasonable distance, the apprentices must sooner or later go to central institutes in a town.

HIGHER EDUCATION

Higher education is given by two universities, in Copenhagen and Aarhus, and in a series of colleges (*højskoler*) of a university level.

The Universities

The University of Copenhagen, founded in 1479 by grant of a Papal Bull, and reorganized in 1537, was originally an independent institution but is now a State institution subject to general legislation. Its internal organization is laid down in a royal decree of 1936. The University of Aarhus was inaugurated in 1928. In the first years of its existence, the expenses were defrayed by the city of Aarhus and administered by a private committee. Since 1931 government grants have been awarded. The buildings were erected partly by the municipality of Aarhus, partly by private persons, with a contribution from the State to the main building. Now the major part of the expenses of administration, salaries, etc., is defrayed by the State.

The head of the university of Copenhagen is the rector, who is elected by the university staff assembly. In case of absence he is replaced by the pro-rector, likewise elected by the staff. A curator, who is appointed by the king on the recommendation of the Ministry of Education, is in charge of the finances. A number of decisions rest with the Consistorium, a body of the staff, which consists of the rector, the pro-rector and 15 members elected by the staff, as well as the deans of the faculties. Each of the faculties (five in Copenhagen and four in Aarhus) elects its own dean.

Although the university of Aarhus is a self-supporting institution and has property of its own, its constitution and regulations must be approved by the Ministry of Education. The supreme administration is in the hands of a board of governors. The rector and the pro-rector are both elected by the staff. Each faculty elects its own dean. At both universities there is a students' representative council, established by law.

The normal qualification for matriculation is the *studentereksamen*. The instruction aims at giving the undergraduates the guidance necessary for their studies. They are introduced to methodical scientific research and given a solid foundation for independent work. There are no tuition fees.

Generally speaking, participation in the instruction is voluntary, and there is no fixed time for preparing for a degree. In nearly all subjects, however, the university provides certain compulsory courses. The instruction is given in the form of lectures, classes and seminars. Examinations are held twice a year and are written and oral. At all examinations there are two outside examiners, appointed by the Ministry of Education. At the end of the

course, students take the 'candidate examination', a qualification corresponding to the master's degree. Before the undergraduates present themselves for the degree they must have passed an exam in propaedeutic philosophy, usually taken one year after matriculation. Entry to the several faculties may be dependent on a supplementary test; thus when a student from the modern language or science side of the *gymnasium* wishes to enter the faculty of theology, he takes a test in Greek or Greek and Latin.

The degree course in the faculty of theology usually lasts five or six years; graduates are styled *cand. theol.* The faculty of law awards three degrees—in law, political science and insurance and statistics. In Aarhus, two degrees are given, *cand. jur.* and *cand. oecon.* In the faculty of medicine the degree course lasts seven or eight years, including clinical training. The faculty of arts (or humanities in Aarhus) awards two kinds of degree, the master's degree and the magister-degree. The former comprises two subjects, a principal and a subsidiary, the latter one subject only. The course of study usually lasts from six to seven years. Psychology and education may be taken for degree purposes, and represent training for school psychologists and lecturers in education at training colleges. In the faculty of science also two degrees are granted. The course generally takes from five to six years.

Graduates may submit theses worked out independently on first-hand sources and obtain a doctor's degree in all faculties, to be awarded by an official promotion. The holders are styled Dr.phil., Dr.theol., Dr.jur. or Dr.med. respectively.

The Technical University

The Technical University in Copenhagen was set up in 1829. It is a State institution under the supervision of the Ministry of Education. There is a rector, appointed by royal decree for five years, who is assisted by a pro-rector, also appointed by a royal decree but only for one year at a time. The rector is also assisted by the Staff Assembly, the Board of Faculties, the faculty committees and the Secretary. Students are admitted on basis of the *studentereksamen* on the science side or a corresponding entrance examination. The Technical University has four faculties, chemical, mechanical, civil and electrotechnical engineering. Each faculty prepares for the candidate degree in polytechnics. The duration of the training varies between four and a half and six years. A doctor's degree, styled Dr.techn., may be awarded.

Other Institutions for Higher Education

The Royal Dental College is a State institution under the supervision of the Ministry of Education. Before admittance the students must have taken the *studentereksamen* on the science side or an equivalent examination. The instruction comprises four courses, each of one year's duration, and for the degree in dental surgery the students must have passed four examinations. The college is also entitled to confer a doctor's degree, Dr.odont., awarded for independent research work. Graduates must work with a recognized dental practitioner or at a recognized

State or municipal dental clinic for two years before they are able to obtain *jus practicandi*.

The Royal College of Pharmacy is also a State institution. To qualify, students must be apprenticed in a pharmacy for at least two and a half years and pass the pharmaceutical assistant's examination. Then they attend the graduate course at the college for two years and take the degree in pharmacy which entitles them to manage a pharmacy or a dispensary and to use the title of Licence Holder. The college has the right to confer the degree of doctor of pharmacy, Dr.pharm.

The Royal Academy of Fine Arts in Copenhagen is aided by a State grant. It comprises the School of Painting and Sculpture and the School of Architecture. In the former a minimum of four years instruction is given and a certificate of attendance is awarded to students whose work is found satisfactory. The School of Architecture has two stages, the preliminary school, two years, and the main school comprising two compulsory classes of one year each and a voluntary third class of at least half a year. Applicants to the preliminary stage must have done a certain amount of mathematics and physics and have attended a preparatory course during which their abilities are tested. The main school draws its students from the preliminary school or from an advanced school of building construction. The course is concluded by a task set the candidates. If this is done satisfactorily the candidates are awarded a certificate as academic architects.

The Royal Academy of Music was founded in 1867 by private donation for the purpose of training musicians and music teachers. In 1949 the academy became a State institution under the supervision of the Ministry of Education. The director is appointed by the Minister for five years. The academy has its own building in Copenhagen. Students are admitted on basis of an entrance examination and are prepared for a degree or diploma in vocal and instrumental music, or (and) for a teachers' certificate.

The Royal Veterinary and Agricultural College is a State institution on university level, located in Copenhagen and supervised by the Ministry of Agriculture. It provides advanced instruction and scientific research in veterinary and agricultural sciences, and prepares for a degree in veterinary surgery (five to six years), agricultural science ($2\frac{2}{3}$ years), land surveying ($4\frac{3}{4}$ years) horticulture ($2\frac{7}{12}$ years), forestry (6 years) and dairy science ($2\frac{2}{3}$ years). Applicants must be at least 17 years of age and may be admitted on the basis of the Lower Certificate (*real-exam*) or the Higher Certificate (*studentereksamen*). The administration is in the hands of a director, appointed by a royal decree. He is assisted by a supervising council, an examination committee and a board of examiners.

The Royal Military Colleges (*officersskoler*) are State institutions under the Ministry of Defence and located in Copenhagen. They provide the instruction and training of officers for the Army, the Navy and the Air Force and award the degree of first lieutenant, which is the basis for a military career.

ADMINISTRATION

The Public Schools

The national public school is a municipal institution subsidized by the government. Consequently the supreme local authority is the municipal council, which settles all questions not under the control of other authorities and which, within the limits fixed by the Public Education Act of 18 May 1937, has a decisive influence on the planning of the elementary education system in the municipality.

Technical details are, however, entrusted in each municipality to an education committee appointed by the council. According to the Administration Act of 1949 the committee may be assisted by a board of governors (*skolenaevn*) elected by the parents, except for one member who is appointed by the educational committee.

This committee (in co-operation with the board of governors where it is elected) supervises the schools, the instruction given, and the way the teachers discharge their duties. It proposes school plans and curricula, chooses the textbooks and has the final decision in various problems concerning the daily life of the school.

Rural parishes are subject to the supervision of the county school directorate, consisting of the county prefect and four members approved by the county council. It has the chief control of schools in the rural parishes and decides on a number of educational matters. It is the connecting link between the parish council and the Ministry in all educational questions.

Urban municipalities are under the immediate control of the Ministry of Education and all educational problems that are to be decided by the Ministry are submitted by the Municipal Council. The Municipality of Copenhagen has extensive autonomy in education. It has its own school directorate, appointed by the city council, which has the rights normally possessed by the Ministry. The Ministry of Education is, however, the central and supreme authority and issues all regulations binding on the local authorities, in conformity with the powers conferred by the Acts of Education.

The Ministry of Education is divided into two departments: one for primary and popular education and the other for secondary and scientific work. The head of each department is a permanent secretary to the Minister. The two chiefs as well as the staff are lawyers, but they are assisted by a number of professional advisers, all of whom are educators. These are the two general inspectors for secondary education, and the three State advisers who deal respectively with primary education and the training of teachers, adult education and supervision of people's high schools, and liaison with foreign education. These five chief educational advisers are assisted by experts in special subjects such as physical training, music, art, handwork and domestic science.

In keeping with democratic principles, leadership in education is thus given to laymen. The local administration, decision on vital points and supervision are in the hands of elected bodies. But at all stages professional educators are attached to the authorities.

The principal of the individual school is responsible for administration and daily routine. In urban schools

he is called 'school-inspector', in rural schools, headmaster. The whole staff of a school constitutes the teachers' council, which elects its own chairman and is entitled to be consulted on all important questions regarding the work of the school. The teachers of all the schools of a municipality constitute a joint council with corresponding powers as to general educational matters in the area. The chairmen of the teachers' council and the joint council, at their respective levels, have a right to attend meetings of the local committee on questions about which the teachers have been consulted.

In smaller urban districts with more than one school one of the principals usually assists the Education Committee in administration and supervision. He is then called a Municipal Inspector of Education. In larger municipalities a Director of Education is appointed. He administers the whole educational system on behalf of the committee and acts as its secretary. Both the inspector and the director as well as the principals of individual schools have a right to attend discussions of the committee and they act as advisers to the local authorities.

The county authorities similarly have their professional adviser. He is appointed by the King and is called County Educational Adviser. His job is to assist the school directorate in dealing with all the questions put before it and to supervise the schools on behalf of the directorate. Further, he must be at the disposal of the municipal authorities and the teachers whenever they want to consult him.

Private Education

It is a duty for the municipalities to establish public schools to the extent necessary, but no child is compelled to attend the public schools. Education is compulsory for all normal children between 7 and 14 years of age, but school attendance is not. The parents may teach their own children or they may send them to private schools if they like. Very few parents prefer to do the teaching themselves or are able to do so—not one in a thousand children is registered for 'home-education'. The number of children sent to private schools is also small. According to recent statistics only 8.3 per cent of the children frequent private schools of all types, whereas 89 per cent attend the municipal schools and 2.7 per cent the few secondary schools erected by the government in order to provide equal possibilities for secondary education for every part of the country.

Private education may be given at all stages. Most of the schools are equivalent to rural schools. Such independent schools generally owe their origin to distinctive religious or pedagogical views. Their position is very free. As a rule they are not supervised by the local authorities, but can choose their own supervisor, who has to see that the standard of instruction in the mother tongue, writing and arithmetic is satisfactory. While other subjects must also be taught, the principal of the school is responsible for the quality of this instruction. Secondary education in private schools generally comprises the classes corresponding to the academic middle school and the *real-class*, but may also comprise the *gymnasium*. Such schools are inspected by the general inspectors and are

bound to follow the regulations issued for the corresponding sections of the public schools.

The total numbers of independent schools compared with the public schools were as follows in 1951:

	State schools	Municipal schools	Private schools	Total
In the capital	11	109	32	152
In towns	20	236	83	339
In rural areas	4	3 355	257	3 616
TOTAL	35	3 700	372	4 107

The total number of pupils in these schools was as follows:

In the capital	4 336	97 236	7 941	109 513
In towns	7 910	131 418	15 913	155 241
In rural areas	1 284	246 611	19 535	267 430
TOTAL	13 530	475 265	43 389	532 184

Finance

The central government contributes to the costs of education.

The principle is that the owner of the schools must pay the expenses and take the responsibility. But both municipal and independent schools are entitled to State aid. The grants made by the government to municipal schools consist of contributions to the teachers' salaries and pensions, on an average amounting to one-half of the expenditure. Besides this the State pays one-half of the administrative expenses of school directorates, the full salary of the County Educational Adviser, etc. The grant made to the independent schools covers up to 80 per cent of their expenditure. Independent schools must be of the same standard as the public schools, appropriately equipped and staffed. Only on that condition can they obtain the grants.

EDUCATION AND STATUS OF TEACHERS

The teachers for the infant schools in rural districts are female and are trained in a two-year course at special colleges. Teachers for the higher grades of the rural schools and for the multilateral urban schools are trained in training colleges with a four-year course. Students are admitted to the colleges at 17 years of age (probably to be raised to 18 before long), on the basis of the higher school certificate or—if passed with credit—a lower school certificate.

If the applicant has not passed any of the corresponding school examinations he has to attend a preparatory class and pass an appropriate examination.

At present a shorter emergency training has been established, extended over two and a half years, but open only for students who have passed the higher school examination with credit. In 1951, of a total of 875 entrants to the four-year course, 61 had passed the higher school examination, 386 the lower, while the rest had attended

the preparatory class. In the same year 233 applicants with higher certificate were admitted to the two-and-a-half year course.

The training colleges, 23 in all, are either State colleges (eight) or independent institutions, set up by individual persons or bodies and subsidized by the State. The curriculum includes general subjects: Danish literature, history, geography, biology, physics, mathematics, arithmetic, religion, and at least one foreign language (generally English). Further special subjects are: physical training, woodwork, needlework, music, art and domestic science. Finally there are professional subjects: principles and methods of education, psychology and teaching practice. Each student in the two senior classes must select a special topic for more intensive work for five hours a week.

Further training in selected subjects is given at the Teachers' High School in Copenhagen, a State institution with affiliated courses in some of the big towns in the provinces. They provide short refresher courses and extension courses lasting one, two or three years (part-time and full-time) for teachers who want to qualify in foreign languages, mathematics, physics and the general subjects for the academic middle school and the *real*-class. Similar courses are given in domestic science, woodwork, needlework, music and physical training.

For teachers in the *gymnasium* school the normal qualification is the university degree or M.A. In addition all graduates have to take a course in practical teaching and school hygiene extending over one term (six months).

Vacancies in rural schools are advertised by the county directorate, in urban schools by the town council. The Education Committee nominates three candidates among the applicants, and from these the appointing authorities have to make their choice. If one of the candidates is unanimously nominated, the appointing authority is bound to appoint him, provided he has the necessary qualifications.

In the country the appointing authority is the school directorate of the county; in towns the municipal council with the Minister's approval, and in the capital the school directorate.

Vacancies in the headmastership of urban schools are advertised by the Ministry, and among the applicants the local Education Committee nominates five candidates, from whom the King on the Minister's recommendation selects the one who is to be appointed.

Dismissal of teachers is the responsibility of the Ministry, as is the payment of pensions. In case of conflict between a teacher and the parents, and provided the Education Committee and the municipal council by a majority of three-quarters at a joint meeting vote for his dismissal, the question is inquired into by a committee consisting of the prefect of the county, a representative appointed by the Ministry and another selected by the county council. This committee decides whether the teacher is to remain in office or be dismissed, either on a retired allowance or on pension.

SCHOOL WELFARE SERVICES

A number of ancillary activities are carried on within the

framework of the school. The most important are the following:

Physical and health education. Great emphasis is laid on physical education and on the development of hygienic habits. The Act makes provision for erecting gymnasia with changing rooms and baths in all schools with children of the age groups above 11-12.

School meals. Another important advance in the field of health is the reorganization of the provision of school meals. Voluntary school meals services were known in the capital as far back as 1875, and legislation was passed in 1902 bringing them under control of the local authorities. The problem was looked upon as a matter of public charity. Now, however, mainly as a result of a report published in 1937 by the Health Committee, it is considered a health problem, and thus a question of ensuring the qualitative adequacy of children's food. The school meals have consequently changed—and improved—in character. They are now provided all the year round if the local authorities so decide.

Medical service and dental care. Until 1946 medical inspection was based on voluntary agencies and confined mainly to Copenhagen and the larger towns. By the Act of 12 July 1946, it was made compulsory for every school, and since April 1949 it has been implemented in all parts of the country, in rural as well as urban schools. The school doctor is generally assisted by a school nurse.

Dental service has not yet been made compulsory, mainly owing to the shortage of dentists. But on a voluntary basis, according to statistics of 1951, full dental care is provided in all the schools in the capital and 74 urban districts (out of a total number of 81) and in 899 rural schools (out of a total number of 3,379).

TRENDS AND PROBLEMS

Reforms in Structure

The non-examination middle school had been expected to attract pupils and be appreciated by employers, who, it was imagined, would be as ready to apprentice pupils from this branch as pupils from the examination branch. This, however, has not been the case. The first inquiry in most trades is about examination marks; and the non-examination middle school is so far mainly attended by children who on leaving school join the ranks of unskilled workers. With this background, a body of opinion has been formed which favours a refashioning of the school system: children within the compulsory education age should form a unity both in town and in the country, an un-branched comprehensive elementary school; following this a secondary education should be given either in a two year *real-class* or a four year academic secondary school. The main reason given for such a proposal (which is a breach of the 1937 Act of secondary education for all 11+) is that an increasing number of children are entering the examination line of the middle school. The entrance test has therefore become more exclusive and affects the nerves

of both children and parents. It might be preferable to allow the children to remain in the same school throughout the compulsory age.

Those advocating such an organization are not very numerous and the revision has met with opposition from the teachers' organizations. In the meantime the number of pupils in the non-examination branch has been increasing, and more and more children remain in school after the compulsory age. To judge from recent investigations the solution seems to be a compromise, aimed at making the test for children at 11+ easier (by applying, in first instance, the opinion of the teacher concerned as to the suitability of the children) and by bringing the two middle school branches closer to each other (so that the pupils from the close of the third grade on the practical line may be transferred to the beginning of the third grade in the examination branch). In this case they would have to pass an admittance test at the age of 13+. This arrangement has already been adopted by Copenhagen.

Teacher-training Reforms

In order to further independent work by students during the ordinary four-year course for the training of teachers and to encourage experiments, an amendment was adopted by parliament in 1948, authorizing the Ministry to allow deviation from the regulations of the Act of 1930; and in consequence there has been a loosening of the system of strict examinations in set subjects. This reform was inspired by a special Training College Committee, set up by the Ministry in 1947 to investigate the whole problem of teacher training. In its final report issued in November 1951, the committee suggests that further steps be taken to facilitate independent work on the part of the students. In the opinion of the majority, all examinations in the professional subjects and most of the academic subjects should be abolished and replaced by an appraisal of the students' work by the teachers and the principal. Further it is felt that a larger part of the course should be devoted to special training in one subject only (a foreign language, mathematics, physics, woodwork or domestic science), while work on the general subjects should be correspondingly reduced. A few members of the committee are in favour of maintaining the present system, and hold that training in the special subjects, necessary for teachers in the middle schools should, as hitherto, be postponed to the postgraduate studies at the Teachers' High School and the affiliated State-subsidized courses in practical subjects. The report is now being considered by the Ministry, but so far no Bill has been framed.

Educational Research

With a view to promoting research in connexion with the practical work of education, the Ministry in 1950 set up a committee to make proposals for the establishment of an educational research institution. The committee presented its report in June 1950.

Reform of Youth Work

A Youth School Committee, set up in 1948, submitted its

report in October 1952. It aimed at preparing a revision and a co-ordination of the Acts governing schools for unskilled youth, also continuation schools and evening schools, with a view to giving extended liability and facilities for young people to attend school after the age of 14. The crucial point was the question of extending the compulsory education beyond the age of 14. The majority

suggests that municipalities which are interested may be allowed to extend the compulsory age to 15 as an experimental measure for a period of three years.

The proposals of the committee are now being considered by the Ministry, but so far no Bill has been submitted to parliament.

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1. HIGHER EDUCATION, 1950/51

Faculty	Number of faculties	Enrolment		Degrees granted	
		Total	F.	Total	F.
Total	...	13 607	2 588	1 872	368
Arts	2	1 672	690	72	29
Law	2	1 835	264	282	32
Insurance	2	12	1	1	—
Economics	2	580	38	50	3
Medicine	2	2 258	470	190	28
Natural science	1	440	97	40	11
Theology	2	447	15	43	—
Non-classified	.	40	26	—	—
Agriculture	.	529	20	124	3
Chemistry	.	364	40	62	4
Commerce	.	2 375	570	413	169
Dentistry	.	413	158	91	38
Electrical engineering	.	401	1	65	1
Fine arts	.	564	87	83	8
Mechanical engineering	.	527	3	81	—
Pharmacy	.	209	83	103	36
Constructional engineering	.	528	5	113	3
Veterinary science	.	413	20	59	3

Source. Denmark. Statistiske Departement. *Annuaire Statistique 1952*. København, 1952.

Note. Figures refer to higher education of university level only.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951
(in million Danish kroner)

Item	Amount
Total (state and municipal)	495.9
State expenditure	264.2
Primary education (including pre-school education)	(157.0)
Secondary education	(40.9)
Vocational education	(19.3)
Youth education	(13.1)
Higher education	(33.9)
Municipal expenditure	231.7

Source. Denmark. Statistiske Departement. 'Statistiske Efterretninger', 3 December 1953, København.

Note. Official exchange rate (1951): 1 krone = 0.1448 U.S. dollar.

3. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Municipal schools	3 420	1 16 478	1 6 597	404 524	...
Private schools	228	614	336	10 658	...
Secondary					
<i>General</i>					
Government schools	35	...	...	13 168	5 542
Municipal schools	287	...	...	51 742	...
Private schools	129	1 508	715	31 114	...
<i>Vocational</i>					
Apprenticeship training					
Commerce	198	...	...	31 472	13 759
Mechanics	12	...	...	953	...
Trades	340	...	...	56 026	6 829
Higher					
Universities	2	379	...	7 284	1 601
Higher professional schools	5	268	...	5 759	900
Schools of fine arts	2	19	...	564	87
Teacher training					
Training colleges	23	...	...	2 763	1 134
Teachers' high school	1	...	...	372	152
School of physical education	1	...	...	106	74
Domestic science training	3	...	...	155	155
Marine schools ³	10	...	...	418	5
Other schools ⁴	...	...	...	387	243
Adult					
People's high schools	56	...	...	6 279	3 857
Agricultural schools	27	...	...	2 464	166
Domestic science schools	31	...	...	2 156	2 156

Source. Danmark. Statistiske Departement. *Annuaire Statistique* 1952. København, 1952.

1. Teachers in public secondary schools are included with primary school teachers.

2. Professors, lecturers, *chargés de cours*, etc., but excluding assistants.

3. Not including the Naval Academy with 94 male students.

4. Two schools of music and one of midwifery with 71 female students.

F A R O E I S L A N D S

Total population (1951 midyear estimate): 32,000.
Total area: 1,399 square kilometres; 540 square miles.
Population density: 23 per square kilometre; 59 per square mile.
Total enrolment in primary schools (1951): 4,250.
Enrolment of girls as percentage of total: 49 per cent in primary school.

PUBLIC EXPENDITURE ON EDUCATION, 1950 (in thousands of Danish kroner)

Item	Amount
Total	1 288
Primary education ¹	1 085
General secondary	71
Teacher training	35
Post-school and adult education	6
Special education	91

Source. Danmark. Statistiske Departement. København.
Note. The above figures comprise only the expenses of the Central Government not including expenses of the local communities as well as the intercommunal Equalization Fund.

Official exchange rate (1950): 1 krone = 0.1448 U.S. dollar.

1. Including pre-primary schools.

Public expenditure on education (1950): 1,288,000 Danish kroner.

Official exchange rate: 1 krone = 0.1448 U.S. dollar.

The school system of the Faroe Islands is identical with that of Denmark. The control of education is vested in the School Inspectorate of the Islands.

G R E E N L A N D

Total population (as at 31 December 1950): 23,642 (natives, 22,581; non-natives, 1,061).

Total area: 2,175,600 square kilometres; 840,000 square miles.

Population density: The population is grouped in a number of scattered settlements of varying size. In terms of the number of school-age children in each settlement, the following proportion obtained at the end of 1949: fewer than 10 children: 39 per cent of all settlements; between 11 and 20 children: 21.9 per cent; more than 20 children: 39.1 per cent.

Total enrolment, within compulsory school-age limits, 7-14 (1950): 4,156.

LEGAL BASIS

Detailed provisions relating to education in Greenland are contained in the Act of 18 April 1925, which concerns administration in Greenland. This Act has been modified

Pupil-teacher ratio: 18.

Public expenditure on education (1952-53): 4,067,038 Danish kroner (operational expenses).

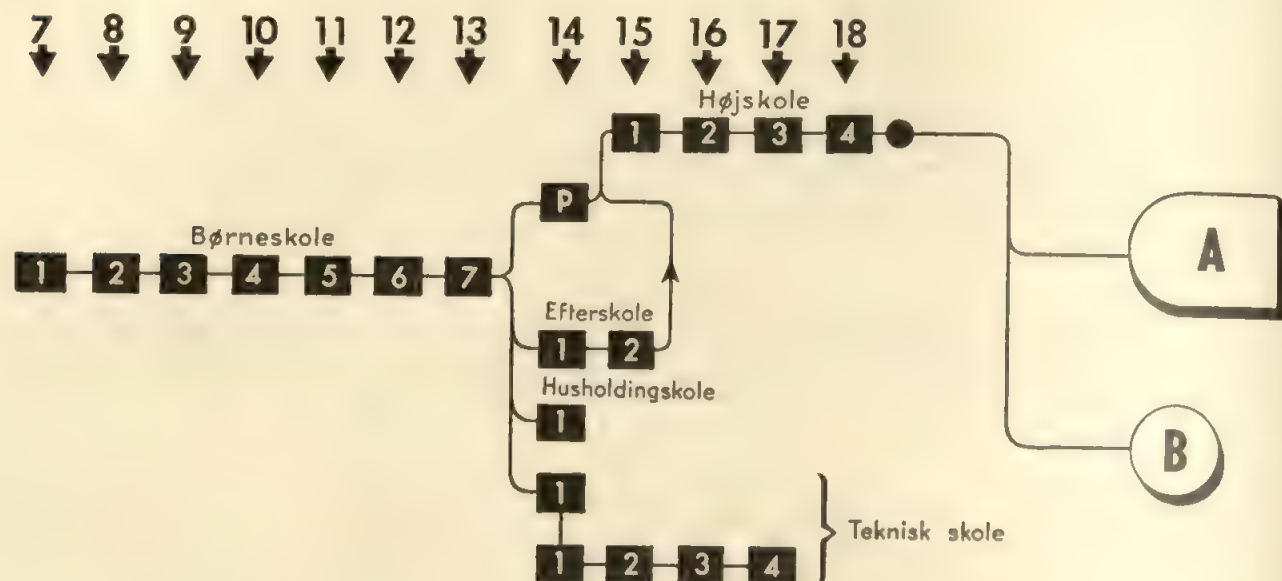
Cost per pupil: 888 kroner.

Official exchange rate: 1 krone = 0.1448 U.S. dollar.

Prepared by the Danish National Commission for Unesco in February 1953.

by the School Act of 27 May 1950, especially the part concerning the administration, organization and development of education; the 1950 Act also separates schools from the Church. Attendance at school is obligatory from 7 to 14 years of age.

DIAGRAM



GLOSSARY

børneskole: primary school, at times having separate streams for Danish and Greenlandic media.
efterskole: lower secondary school with practical course.
højskole: general secondary school admit-

ting pupils from the preparatory class P.
husholdingskole: vocational training school of home economics.
teknisk skole: vocational training school.

HIGHER EDUCATION

A. *Universitet:* university.
 B. *Seminariet:* teacher and theological training schools.

ADMINISTRATION

From 1 September 1950, all education in Greenland was placed under the charge of a school board, of which the colonial governor is chairman and the dean and the directors of schools are members. The School Board is responsible for carrying out existing Acts and Regulations; it is entitled to inspect all schools and demand any information desired from the school authorities. Further, the School Board is empowered to appoint all teachers not commissioned by the King or by the Prime Minister.

Western Greenland is divided into several school districts. In each district the prime minister, on the recommendation of the School Board, appoints a teacher inspector of schools to manage the children's schools and night schools of the district.

In each municipality a school committee is appointed consisting of the inspector of schools, the local clergyman and the chairman of the municipal council. The parents of children enrolled in the school also elect a member of the committee.

FINANCE

All school activities are administered by the central government and expenditures covering establishment costs and running expenses (including teachers' salaries) are granted under the annual Finance Act. Instruction to children of civil servants and a few private families is given by the staff of the primary schools; the parents pay the teachers but get a certain reduction through a government subsidy. Kindergartens are supported partly by philanthropic institutions (Save the Children, Red Cross, the Soroptimists), partly through collaboration between administration, municipalities and parents.

ORGANIZATION

The general objective of the educational system is to raise the cultural and vocational standards of the people of Greenland so that they may improve their living conditions by a better use of their country's resources and may

assure the administration of their communities themselves as soon as possible.

Kindergartens under public and private auspices have been set up recently in the larger settlements.

The primary school course lasts seven years and covers the period of compulsory education. As a rule the medium of instruction is Greenlandic, but in several of the larger schools parallel divisions in Greenlandic and Danish have been introduced experimentally by Act of Parliament. The curriculum is of the usual type but account has to be taken of local factors, and no attempt is made to standardize instruction throughout the settlements.

Pupils completing the primary course may continue their education in a post-primary school of two years' duration. These schools of an intermediate level are gradually to be replaced, but for the present they perform the useful function of giving a prevocational training to young people who enter occupations on leaving school.

Secondary education proper is given by the high school, which draws pupils from the post-primary schools and from the Danish-language division of primary schools. The four-year course is designed to enable students to pass an examination corresponding to the Danish *Realkseksamen* (see page 189) and thus pursue higher education abroad. The medium of instruction is Danish, except in the teaching of Greenlandic and religion, and the curriculum is broadly equivalent to that of schools in Denmark.

Teacher training is carried out by the seminary with its two-year course. It is planned to replace this course by a seminary with a three-year post-secondary course, divided into two sections, a teachers' section and a catechists' section.

Vocational training is given in technical evening and day schools and a domestic science school.

The educational facilities of Greenland are supplemented by study abroad. A growing number of Greenlanders go to Denmark on public scholarships for general and vocational secondary education in schools or in teachers' colleges and for university studies.

ADULT EDUCATION

Evening schools exist in a number of localities and provide courses in general subjects. There are no illiterates in Greenland.

TRAINING AND STATUS OF TEACHERS

Some three-quarters of primary school teachers in service have received professional training. At the post-primary level the staff are of both Greenland and Danish origin and many have received training in Denmark.

TRENDS AND PROBLEMS

The lack of teachers is one of the chief problems, as the number of catechists is insufficient and owing to the housing question there is no immediate possibility of getting the number of Danish teachers very much increased. The planned centralization of the population has not yet brought results which might solve the problem of the many small schools with untrained teachers. However, the enlargement of dual-language schools to comprise boarding divisions will probably be able to centralize the education in a few large schools.

The preparation of textbooks, or rather basic books, for the primary school is a special problem. The intention is progressively to prepare such books starting with the Greenlandic milieu and gradually passing on to universal cultural and other matters.

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1. EXPENDITURE FOR SCHOOL SERVICE BUDGET 1952/53
(Danish kroner)

Item	Amount
Salaries of civil servants including pension contribution	399 729
Fees, training subsidies and special allowances	76 888
Salaries and pensions to catechists in Greenland	750 000
Training in Denmark of native Greenland teachers	450 000
Expenses of seminaries and schools	1 168 000
General cultural purposes	133 000
Extraordinary expenses	5 000
Depreciation	1 72 522
Interest	1 118 847
Total operational expenses	4 067 038
Investments	1 875 000

Source. Danmark. Grønlandsdepartementet. København, 1952.

Note. Official exchange rate: 1 krone = 0.1448 U.S. dollar.

1. Expenses common to Church and school service.

2. Not including expenses for accommodation provided for teachers and catechists, estimated at 244,000 kr. for 1952/53.

2. SUMMARY OF SCHOOL STATISTICS
AS AT 31 DECEMBER 1950

Level of education and type of school	Insti- tutions	Teachers ¹	Pupils	
			Total	F.
Pre-school				
Kindergartens	3	...	2 105	...
Primary				
Children's schools	...	2 217	4 156	...
Secondary				
<i>General</i>				
Post-primary schools	3	...	71	24
High school	1	...	13	2
Secondary school	1	...	13	8
<i>Vocational</i>				
Technical schools	4	...	...	...
The Seminary	1	...	9	1

Source. Danmark. Grønlandsdepartementet. København, 1952.

Note. In addition evening schools have in 1950-51 been held at 15 different places with about 500 students attending the courses.

1. Forty-four per cent of the teachers are seminary-trained; 33 per cent have graduated from the Catechists School and 23 per cent have no special training.

2. Approximate attendance in two kindergartens. The third kindergarten ceased operations at the beginning of the summer.

3. 1949.

4. In 1951 a commercial school was established at Godthåb, with about 15 pupils.

DOMINICAN REPUBLIC

Total population (1950 census): 2,121,083.

Total area: 48,442 square kilometres; 18,700 square miles.

Population density: 44 per square kilometre; 113 per square mile.

Enrolment of girls as percentage of total: 49 per cent.

National income: 325 million pesos (approximately).

Public expenditure on education (1952-53): 4,776,338 pesos.

Cost per pupil: 20.34 pesos.

Official exchange rate: 1 peso = 1 U.S. dollar.

Prepared by the Ministry of Education and Fine Arts, Trujillo, in March 1953.

LEGAL BASIS

The organization of education in the Dominican Republic is governed by the Organic Law on Education (Law No. 2909, dated 5 June 1951), the Law on Compulsory Primary Education (Law No. 2962, dated 24 June 1951), and the Law on University Organization.

There are both public and private schools. Public schools may be official or semi-official institutions, depending on whether they are maintained entirely out of public funds

or, in the case of colleges and schools receiving grants-in-aid from the State, only in part. Private schools are entirely free, and any person, corporation, association or society may found educational establishments and give instruction in any branch of knowledge without being required first to obtain a licence or to comply with official regulations, syllabuses, methods or texts, except in the case of primary education, which is always subject to the official regulations, syllabuses and texts, and is supervised by the State. In secondary education, teacher training,

vocational, technical, artistic, special and university instruction, only certificates and diplomas awarded by the competent official body are officially recognized.

The education provided in the Dominican schools is based on the principles of Christianity and Spanish civilization, which are of fundamental importance in the development of Dominican national life, and is designed, in conformity with the general purposes of the country's institutions, to foster in the pupils Pan-American sentiments and international understanding and fellowship.

ADMINISTRATION

The administrative and executive authority in the Dominican educational system is the Ministry for Education and Fine Arts, which is advised by the National Board of Education. The latter issues ordinances laying down curricula, syllabuses, and regulations.

For the purposes of educational administration, the country is divided into five regions, each controlled by a Supervisor of Education (*Intendente de Educación*), and 65 school districts, each under the charge of an Inspector of Schools.

The Ministry for Education and Fine Arts has a number of different branches, designed to secure better administrative and technical progress in education. There are branches dealing with staff, school supplies, the school medical service and procedure and records, the Secretary of State's Office, the school meals and clothing branch, the mechanical and audio-visual aids branch, the directorate of primary and intermediate education, the directorate of secondary education and teacher training, the institute of research in educational psychology, the statistics branch, the directorate of libraries, the directorate of fine arts and the directorate of recreational activities.

The education budget for the year 1953 is 5,199,837.70 Dominican pesos, plus the appropriate sum for building under the two-year school building programme.

The two-year school building programme planned by Generalissimo Rafael L. Trujillo Molina aims at providing all schools with their own buildings—a course of action in which encouraging results have already been achieved in the last few years. The completion of the two-year programme will entail the erection of 85 schools and other buildings, the total cost of which will be 10 million Dominican pesos, 6,500,000 being intended for school buildings and the remainder for the construction of a splendid National Palace of Fine Arts and a sports stadium capable of accommodating more than 26,000 spectators.

ORGANIZATION

The Dominican educational system includes nursery schools, primary, intermediate, secondary, vocational and commercial education, instruction in arts and trades, art education, special education and university education.

Primary education is free and compulsory for all children between the ages of 7 and 14. Intermediate and secondary education, teacher training, vocational training and special education are not compulsory but are, on the other hand,

free. At the university stage, small matriculation and examination fees are payable.

Infant and Primary Education

Infant and primary education extends over six years, the instruction being given in rural and urban primary schools (*escuelas primarias rurales* and *escuelas primarias urbanas*). In the rural primary schools, the course extends over five years only, and is designed to meet the needs of the country districts in the Dominican Republic; generally speaking, however, the same syllabus is followed as in the urban schools. The curriculum comprises Spanish, arithmetic, observation and nature study, health habits, artistic, manual and physical exercises (differentiated for boys and girls). Social studies are introduced in the third year.

Intermediate Education

This covers a two-year period and, as its name indicates, is an extension of primary education and an introduction to secondary education. These two-year courses are available in the urban primary schools of the communes and in what are called intermediate schools (*liceos de educación intermedia*) separately operated in cities where there are large numbers of children of school age. The curriculum includes Spanish, mathematics, history, geography and civics, with English introduced as a second language.

Secondary Education

This covers a period of four years, comprising three years of general study and a final year of specialization in three streams: philosophy, physics and mathematics, and natural sciences, designed to meet the needs of students who are going on to a university. Secondary education is free and is given in secondary schools (*liceos de educación secundaria*). There are also secondary night schools for adults (*liceos secundarios nocturnos para adultos*).

In order to give girls who do not wish to proceed to a university an opportunity for basic secondary education supplemented by humanistic studies and other subjects of particular interest to girls, a special secondary school-leaving certificate in arts and literature, awarded at the end of a three-year course, has been introduced for girls (*bachillerato femenino en artes y letras*). The curriculum consists largely of languages, literature, arts and physical education.

Vocational Education

Further practical training for pupils from Dominican primary and intermediate schools is given by schools of handicrafts for boys and domestic science schools for girls.

Semi-professional vocational training is provided in the school of industrial training for girls, the national school of arts and crafts, the San Ignacio de Loyola institute of technology, the school of nursing, the school of hairdressing and beauty culture, and the school of hotel management. The most important of these schools is the national school of arts and crafts, where skilled workers and craftsmen are

trained in general engineering, carpentry, cabinet-making, automobile engineering, electricity and radio engineering. The recently established Loyola institute of technology will provide further training in the various branches of technology mentioned above.

Business training is provided in the form of elementary commercial courses, organized in the semi-public schools subsidized by the State. Students, who must already hold the intermediate school-leaving certificate, take a two-year course leading to the diploma of assistant business secretary, with a third year leading to the diploma of business secretary or bookkeeper. There are also secondary commercial courses, organized in the State business-training schools (*escuelas oficiales de comercio*), leading to a secondary school-leaving certificate in commercial subjects (*bachillerato en estudios comerciales*); the syllabus covers a period of three years and includes the ordinary subjects for the secondary school-leaving certificate, as well as special commercial subjects. Higher education in this field is available in the College of Accountancy (*Escuela Superior de Peritos Contadores*), for admission to which the secondary school-leaving certificate is required; the syllabus extends over four years of specialized studies and leads to the diploma in accountancy.

Artistic Education

Artistic education is organized in the national school of fine arts (*Escuela Nacional de Bellas Artes*), where teachers of drawing, painting and sculpture are trained. Instruction in music is given at the school of music (*Escuela Elemental de Música*), the National Conservatory of music and elocution, the Pablo Claudio College of Music (*Liceo Musical*) in San Cristobal, and the academies of music in the provinces and frontier districts. Courses of instruction in the various branches of music—violin, piano, singing, etc.—are provided in these schools, and especially at the National Conservatory.

Teacher Education

At present, the Dominican Republic trains its teachers at the rural teacher training schools (*escuelas normales rurales*) and the teacher-training colleges (*escuelas normales superiores*). At the former, for admission to which students must hold the official certificate of satisfactory performance in the intermediate course (*certificado oficial de suficiencia en los estudios intermedios*), there is a three-year course leading to the rural teacher's diploma. Urban primary teachers are trained at the training colleges. For admission, they must have completed two years of the course for the secondary school-leaving certificate, and they study for a further two years to complete their general education and professional training. Secondary school teachers are also trained at these colleges; they must hold the secondary school-leaving certificate on entry and take two years' specialized study in arts or science, together with the appropriate courses in education.

The teacher-training establishments are organized on a boarding basis, with scholarship students paid for by the State. There may also be some students living outside.

Higher Education

Higher education is provided in the various faculties of the University of Santo Domingo, the oldest university in the Americas, founded in 1538. The 'University City', established by Generalissimo Trujillo Molina, is extremely modern and provides healthy, convenient and spacious accommodation for the various university facilities. It comprises different pavilions for the separate faculties, laboratory buildings, an institute of anatomy, library, etc., together with magnificent sports and playing fields, laid out over a very large stretch of ground with fine, well-kept gardens.

There are faculties of medicine (six-year course), law (five years), exact sciences and engineering (five years), pharmacy and chemistry (four years), dental surgery (four years), and philosophy (students are required to

GLOSSARY

conservatorio nacional de música y declamación: vocational training school of music and dramatic art.

escuela de artes gráficas: vocational training school of graphic arts.

escuela comercial elemental: aided vocational secondary school of commerce.

escuela elemental de música: vocational training school of music.

escuela de enfermeras: vocational training school of nursing.

escuela hotelera: vocational training school of hotel management.

escuela maternal: pre-primary school.

escuela nacional de artes y oficios: vocational training school of arts and crafts.

escuela nacional de bellas artes: vocational training school of fine arts.

escuela normal rural: teacher-training

school for rural primary school teachers.

escuela normal superior: teacher-training school for urban primary school teachers.

escuela oficial de comercio: vocational secondary school of commerce.

escuela de peluquero y maquillaje: vocational training school of hairdressing and beauty culture.

escuela primaria: primary school.

Instituto Politécnico Loyola: an institution combining vocational secondary school of technology with vocational training school of agriculture and mechanical trades.

liceo femenino de artes y letras: general secondary school for girls.

liceo intermedio: lower general secondary

school or corresponding classes attached to a primary school.

liceo secundario: upper general secondary school.

HIGHER EDUCATION

A. *Derecho*: law.

B. *Ingeniería*: engineering.

C. *Arquitectura*: architecture.

D. *Medicina*: medicine.

E. *Odontología*: dentistry.

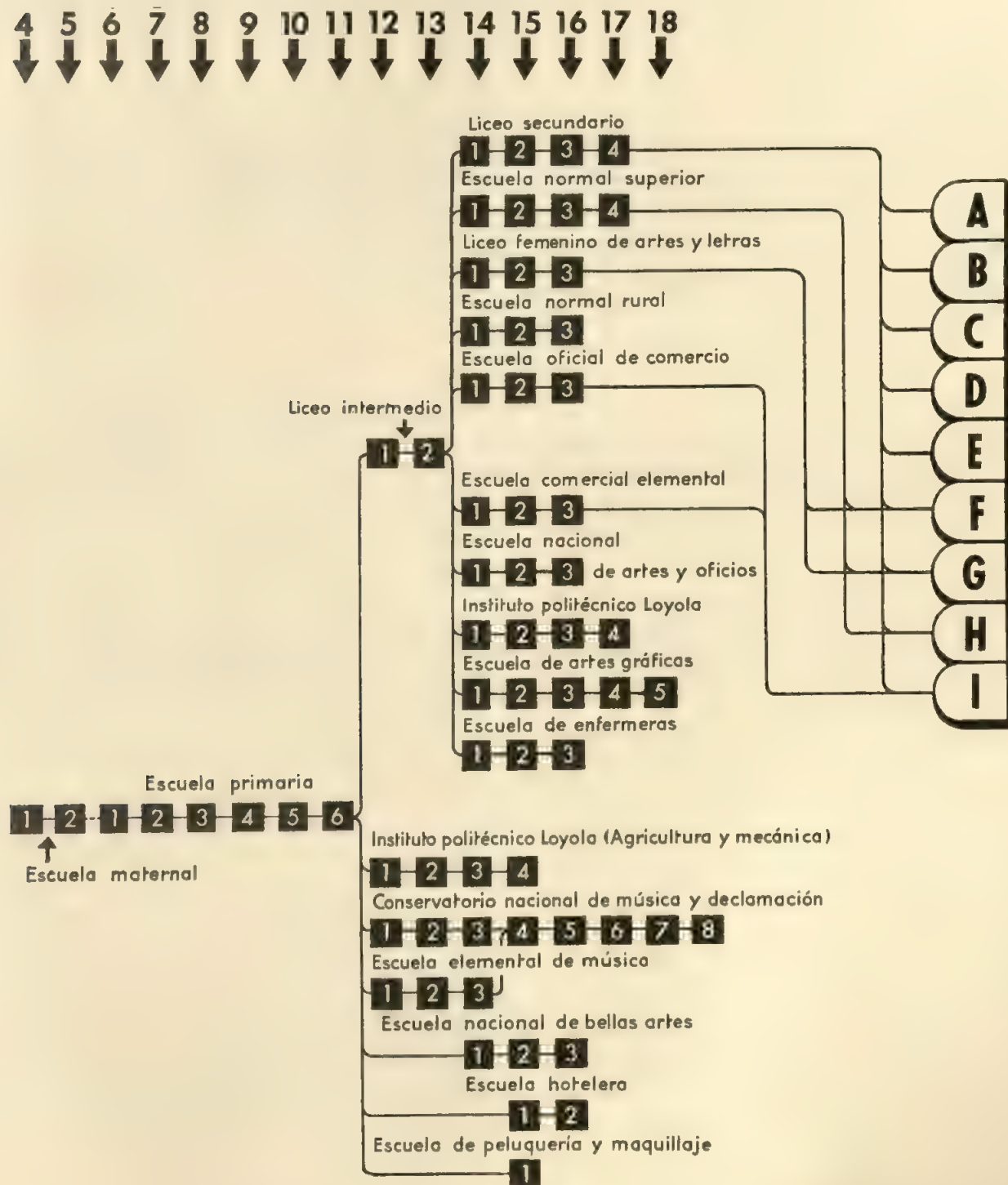
F. *Filosofía*: philosophy and arts.

G. *Escuela de periodismo*: college of journalism.

H. *Profesorado secundario*: institute of education.

I. *Perito contador*: college of chartered accountancy.

DIAGRAM



obtain 200 credits in various subjects during a three-year course, with a further year for the doctorate). The University of Santo Domingo awards doctorates in all its faculties, following presentation and approval of the appropriate thesis.

FUNDAMENTAL EDUCATION

The interest shown by the Dominican statesman, Generalissimo Rafael L. Trujillo Molina, has been particularly noticeable in the campaign for the eradication of illiteracy. For this purpose, in addition to the night schools for adults, 1,210 emergency schools with a two-year syllabus have been set up; and since 1952 the campaign has been extended, securing the interest of all the active forces of the country, which have given an enthusiastic response to Generalissimo Trujillo's call.

Some 100,000 adult illiterates have already been enrolled in the numerous so-called literacy units, during the present Trujillo literacy campaign. The purpose of this campaign is to end illiteracy once and for all within the next five years.

SCHOOL WELFARE SERVICES

As the counterpart of the purely educational activities, school meals and clothing services have been introduced in the Dominican schools. Meals are provided for thousands of children, and school uniforms and shoes are supplied at cost price to the children of needy families. School holiday camps at the seaside and in the mountains have also been organized.

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1. HIGHER EDUCATION, 1952

Faculty	Students enrolled	
	Total	F.
Total	2 443	468
Law	564	68
Medicine	859	113
Philosophy	49	19
Dentistry	130	18
Science and engineering	550	37
Pharmacy	259	207
Journalism	32	6

Source. República Dominicana. Dirección General de Estadística. Ciudad Trujillo.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in thousands of pesos)

Item	Amount
Total	4 234
Administration, inspection, etc.	841
Primary education	1 603
Secondary education	337
Higher education	461
Post-school and adult education	158
Special education	18
Subsidies granted to private education	816

Source. República Dominicana. Dirección General de Estadística. Ciudad Trujillo.

Note. Official exchange rate: 1 peso = 1 U.S. dollar.

3. SUMMARY OF SCHOOL STATISTICS, 1952/53

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Emergency rural schools, public	1 217	1 217	922	67 229	31 596
Rural primary schools, public	908	963	676	98 759	47 723
Rural primary schools, private	10	14	12	606	283
Urban primary and intermediate schools, public	112	1 201	1 063	64 914	33 329
Urban primary and intermediate schools, aided	32	188	162	5 170	3 765
Urban primary and intermediate schools, private	143	390	341	11 605	5 900
Secondary					
<i>General</i>					
Secondary schools, public	28	360	213	7 458	3 527
Secondary schools, aided	19	93	47	622	344
Secondary schools, private	7	43	28	438	152
<i>Teacher training</i>					
Teacher-training colleges	2	26	11	102	94
Rural teacher-training schools	2	6	3	100	78
<i>Vocational</i>					
Commercial schools, aided	32	78	76	3 135	1 644
Commercial schools, private	14	...	...	968	615
Higher commercial schools	2	27	12	286	89
Schools of arts and crafts	2	18	2	265	—
Elementary schools of arts and crafts	5	33	25	617	587
Complementary schools of fine arts	53	159	118	1 843	1 026
Schools of fine arts	2	29	7	359	230
Higher					
Universities	1	106	12	2 443	468
Other					
Primary evening schools for adults	200	120	102	6 708	422

Source. República Dominicana. Dirección General de Estadística, Ciudad Trujillo.

Note. There are also 4,345 special literacy schools for adults with 104,625 students (of whom 42,392 women) and 4,304 instructors (of whom 2,303 women).

ECUADOR

Total population (1950 census): 3,202,757.

Total area: 275,000 square kilometres; 106,000 square miles.

Population density: 11 per square kilometre; 30 per square mile.

Population within compulsory school age limits, 6 to 14 years of age (1950/51): estimated at 731,000.

Total enrolment in day primary schools (1950/51): 331,000.

Percentage of girls: 46 per cent in all primary schools.

Pupil-teacher ratio: 42 in primary schools.

Illiteracy rate in population aged 15 years and over: 49 per cent.

Public expenditure on education (1950/51 Ministry of Education budget): 82,835,374 sucres.

Cost per pupil (1950/51): 314 sucres (average expenditure in State schools of all grades).

Official rate of exchange: 1 sucre = 0.06601 U.S. dollar.

Based on official sources.

LEGAL BASIS

The constitution now in force in Ecuador defines certain features of education which are characteristic of the country. Education is free when it conforms to republican principles and institutions. Primary schooling, public or private, is compulsory for all children between 6 and 12 years of age.¹ Public education is non-sectarian in that the State neither teaches nor attacks any religion. Moreover, the State is required to respect the rights of heads of families to give their children the instruction they consider suitable. Municipalities may grant certain subsidies to free private education. The constitution states also that primary and vocational education are free of charge, if official in character, and that universities are independent.

The law governing public education gives expression to constitutional provisions which, with variations, have existed in the different constitutions since 1895. However, the specific law relating to nursery, primary, secondary and higher education is of fairly recent date, 27 January 1938, and has undergone certain changes since first enacted. Its principal articles deal with the general lines of education and with its four levels—nursery, primary and advanced primary, secondary and higher—and also with administrative organs, compulsory education, private schools, experimental schools, education authorities, teachers and special education.

The new Secondary Education Law was ratified by the Constituent National Assembly on 28 August 1946. It deals with the objectives of secondary education, with the organization of high schools, the duties and responsibilities of teachers and educational authorities. It discusses also the school system, private establishments, medical services and the income of high schools.

The Higher Education Law contains provisions guaranteeing the autonomy of universities.

The Law on Promotions and Salaries establishes a scale of 10 categories within which teachers are placed according to their diplomas and years of service; the categories themselves indicate the salaries which teachers

may receive and, to a certain extent, the posts they may hold. The same law states the grounds on which teachers may be transferred, suspended or dismissed.

ADMINISTRATION

Except for certain schools under the Ministries of National Defence and of Social Welfare and Labour, the Ministry of Public Education¹ is responsible for the administration of public education (*enseñanza fiscal*) and for the inspection of municipal and private education (that is, school inspection and enforcement of the ruling that a municipality devote 10 per cent of its income to education).

The Ministry of Public Education includes:

1. The Office of the Minister.
2. The Under-Secretary's office.
3. The General Education Division (technical department) containing the following sections: (a) nursery and primary education; (b) secondary and higher education; (c) technical education; (d) physical education; (e) diffusion of culture and publication; (f) educational research; (g) mobile service for the extension of culture (SAREC).
4. Administrative department including the following sections: (a) staff and statistics; (b) general and legal; (c) budget; (d) school materials and furnishings; (e) archives; (f) library.

Ecuador contains 17 provinces (plus the Archipelago of Galapagos) divided into 70 cantons which are made up of 533 municipalities. In each of the 10 provinces of the Sierra and in the five coastal provinces, the responsibility for control and supervision of nursery and primary education rests with a provincial director of education and a body of school inspectors varying according to the size of the province and the number of schools therein. Each of the two eastern provinces has two inspectors.

The inspectors of primary education are expected to guide and control their schools; while responsible

1. In practice, it is not possible at present to apply this principle fully.

1. The Law of 1946 authorizes the provincial councils to create and administer educational establishments, but the State reserves the right of inspection and the right to control the financial provision mentioned above.

to the provincial director, they are required also to send quarterly reports to the Ministry.

The supervision of secondary education is in the hands of three inspectors who send a report to the Ministry after each visit to a school. There is also an inspector responsible solely for technical education.

The State authorizes private schools provided that they have adequate premises and school equipment and the necessary number of certified teachers. In the country there are numerous private educational establishments, many of which are run by Catholic monks or by Protestants. Every private institution must make use of official plans and curricula and is subject to the control of the Ministry of Education.

ORGANIZATION

Nursery School Education

All the provincial capitals as well as the larger municipalities have kindergartens where, in most cases, the teachers have received special training. Considerable emphasis is placed on the principles of Froebel, Montessori and Decroly, and teaching methods are based on centres of interest. At the present time, the kindergartens contain two sections, one for pupils from 4 to 5 years of age and the other for those from 5 to 6 years.

Primary Education

In the chief towns of provinces and cantons there are complete primary schools with six grades, each representing one year of study. In each rural school there are usually only one or two teachers and three or four grades, which implies a more intensive curriculum than that of urban schools. During the first two grades, instruction is based on centres of interest; in the following years subjects are differentiated, but there is a marked tendency towards 'units of work'. A few primary schools in Quito and Guayaquil have an experimental character, and here modern methods of teaching are being tried out. A number of advanced primary schools still exist, but they are decreasing. They are attended by pupils who have completed the primary school and have not sufficient opportunity for secondary studies. The courses cover a two-year period. City schools of this category offer professional training as well as certain general courses, while advanced primary schools in the country are farm schools where pupils board in.

Secondary Education

The secondary schools give a six-year course terminated by examinations. Successful candidates receive the title of bachelor. There are four types of high school: modern studies (*humanidades modernas*); classical studies (*humanidades clásicas*); teacher-training school, or normal school; technical school.

The subjects taught in the first three types of school are divided into two groups: basic studies and optional studies. The optional courses allow secondary schools

to adapt the curricula to their special interests and resources.

The modern studies are similar for all pupils, but in the fifth and sixth years students must choose as a field of major interest one of the following: literature and philosophy; physics and mathematics; chemistry and biology. Schools of classical studies provide a general culture including the study of Latin and Greek.

In the teacher-training schools, teaching in the first four years resembles that given in classical studies, but for the fifth and sixth years the future urban school teachers concentrate on studying the theory and practice of education.

Vocational Education

The technical schools, according to the law of 29 December 1947, must direct their activities within the limits established in the official programme of studies. Two main types may be distinguished:

Technical schools of industrial arts. Pupils are admitted after the primary school. Vocational training given in these schools is of industrial, agricultural or commercial nature and prepares pupils for the corresponding professions or trades. The titles which may be earned are *maestros* (artisans who have received diplomas) after three years of studies and *prácticos* (skilled workers) after four or five years of studies and apprenticeship. The schools of commercial character train typists (three years of study), junior accountants or shorthand-typists (four years of study), and, senior accountants and secretaries (five years of study).

Technical colleges. Education in these schools has the threefold aspect mentioned above—industrial, agricultural and commercial. Students are admitted after primary school education. Courses cover a six- or seven-year period, after which the student may receive the title of 'technician' (i.e., chemical technician, furniture technician, radio technician, etc.) or of 'bachelor' in the technical field concerned (e.g., electricity, agriculture, commerce and administration, etc.).

Besides their own course, the technical colleges can also set up all the courses given in the schools of industrial arts. The number of technical colleges is limited, for installations, workshops, machines and laboratories involve heavy expenditures. However, pupils who have begun their studies in the industrial arts schools may, if they so wish, complete them in the technical colleges. In the general subjects taught, an attempt has been made to offer uniform courses for the first three years in all types of secondary schools, so that students may transfer easily from one type of school to another. For workers already employed, there are evening courses attached to the two types of technical school. These courses last two or three years, after which the students receive the diploma appropriate to some craft (i.e., carpenter, plumber, mason, etc.).

Higher Education

The universities of Quito, Guayaquil, Cuenca and Loja

provide instruction at the highest level. There is also a Catholic university, founded at Quito in 1946 and including faculties for jurisprudence and economics. The law on higher education grants the universities autonomy in their administration and in the organization of their courses.

The universities (of which Quito and Guayaquil are the most important) comprise faculties, schools and institutions with their own statutes and regulations. There are the following faculties in the University of Quito, for instance:

1. Jurisprudence, social sciences and economics, with the Schools of Law and of Political Science (1809), Economics (1942), and the Institutes of Criminology, Economic Research (1949), International Law (1949), and, lastly, the Bureau of Legal Services and the Seminary of Ecuadorean Social Studies.
2. Medical sciences, with the Schools of Medicine and Surgery (1827), Odontology (1917), Obstetrics (1940), Nursing (1942) and the Institute of Anatomy.
3. Mathematics, physics and natural sciences, with the Schools of Engineering (1874), Chemistry and Pharmacy (1827), Architecture and Town Planning (1932) and the Botanical Institute.
4. Agronomy and veterinary medicine, with the Schools of Agronomy (1931) and of Veterinary Medicine (1936).
5. Philosophy, letters and education, with the Schools of Pedagogy, Journalism (1946) and the Language Institute (1949).

Finally, mention should be made of the School of Fine Arts (1906) and the Conservatory of Music (1900), which are attached to the university. The National Polytechnical School belongs likewise to the field of higher education.

Teacher Training

Teachers for rural primary schools are prepared in rural training schools which provide four years of study after

the primary school and give the 'rural school teacher' certificate. The professional training and orientation given are planned to correspond to local conditions.

The training of teachers for urban primary schools takes place in the *escuela normal*, which confers the 'bachelor of education' certificate as indicated above.

Women in training for positions as kindergarten teachers prepare likewise in the *escuela normal* but, in the last year of training, they concentrate on practice teaching in the kindergarten attached to their institution.

For those who complete a four-year course of study, the universities of Quito and Guayaquil offer the 'teacher of secondary education' certificate in various subjects.

ADULT EDUCATION

Of first importance is the literacy campaign organized by the National Union of Journalists (UNP, Unión Nacional de Periodistas) which is active in the Andes and eastern regions and by the LAE group (Liga Alfabetizadora de Enseñanza) which is responsible for the coastal region and the Galapagos Archipelago.

A programme for education of the rural population is carried on through the Travelling Rural Service of Cultural Extension (SAREC) organized in May 1950.

The Ministry of Education conducts night schools in the chief towns of provinces and cantons, where beginners' courses in Spanish, arithmetic, geography and history are given.

Moreover, besides its schools for young delinquents and abandoned children, the Ministry of Social Welfare and Labour has organized continuation courses of workers' education, with these aims: to give permanent effect to learning acquired in the primary school; to raise the cultural level; to provide more intensive study of certain subjects, with a view to improved technical training; and to develop more fully the worker's personality and

GLOSSARY

casa cuna: day nursery for children up to 3 years of age.

colegio de artes e industrias: vocational training school of commerce and industry.

colegio de humanidades clásicas: general secondary school with curriculum including Greek and Latin.

colegio de humanidades modernas: general secondary school with curriculum offering a choice in final year of study between literature and philosophy; mathematics and physics; chemistry and biology.

colegio normal: teacher-training school.

colegio técnico: vocational secondary school preparing for agriculture, commerce or industry.

conservatorio de música: vocational training school of music.

escuela de agricultura: vocational secondary school of agriculture.

escuela de bellas artes: vocational training school of fine arts.

escuela normal rural: teacher-training school for primary teachers in rural districts.

escuela primaria: primary school.

hogar de protección infantil: an institution for homeless or delinquent children combining *casa cuna* (for infants below 3 years of age) *jardín de infantes* and *reformatorio* (reformatory).

jardín de infantes: pre-primary school.

seminario: vocational college for the priesthood.

HIGHER EDUCATION

A. *derecho*: law.

B. *derecho internacional* (*Instituto ecuatoriano de*): international law (Ecuadorian Institute of).

C. *medicina*: medicine.

D. *odontología*: dentistry.

E. *ingeniería*: engineering.

F. *arquitectura*: architecture.

G. *ingeniería química*: chemical engineering.

H. *farmacia y bioquímica*: pharmacy and biochemistry.

I. *economía*: economics.

J. *agronomía*: agronomy.

K. *medicina veterinaria*: veterinary medicine.

L. *ciencias de la educación*: education.

M. *periodismo*: journalism.

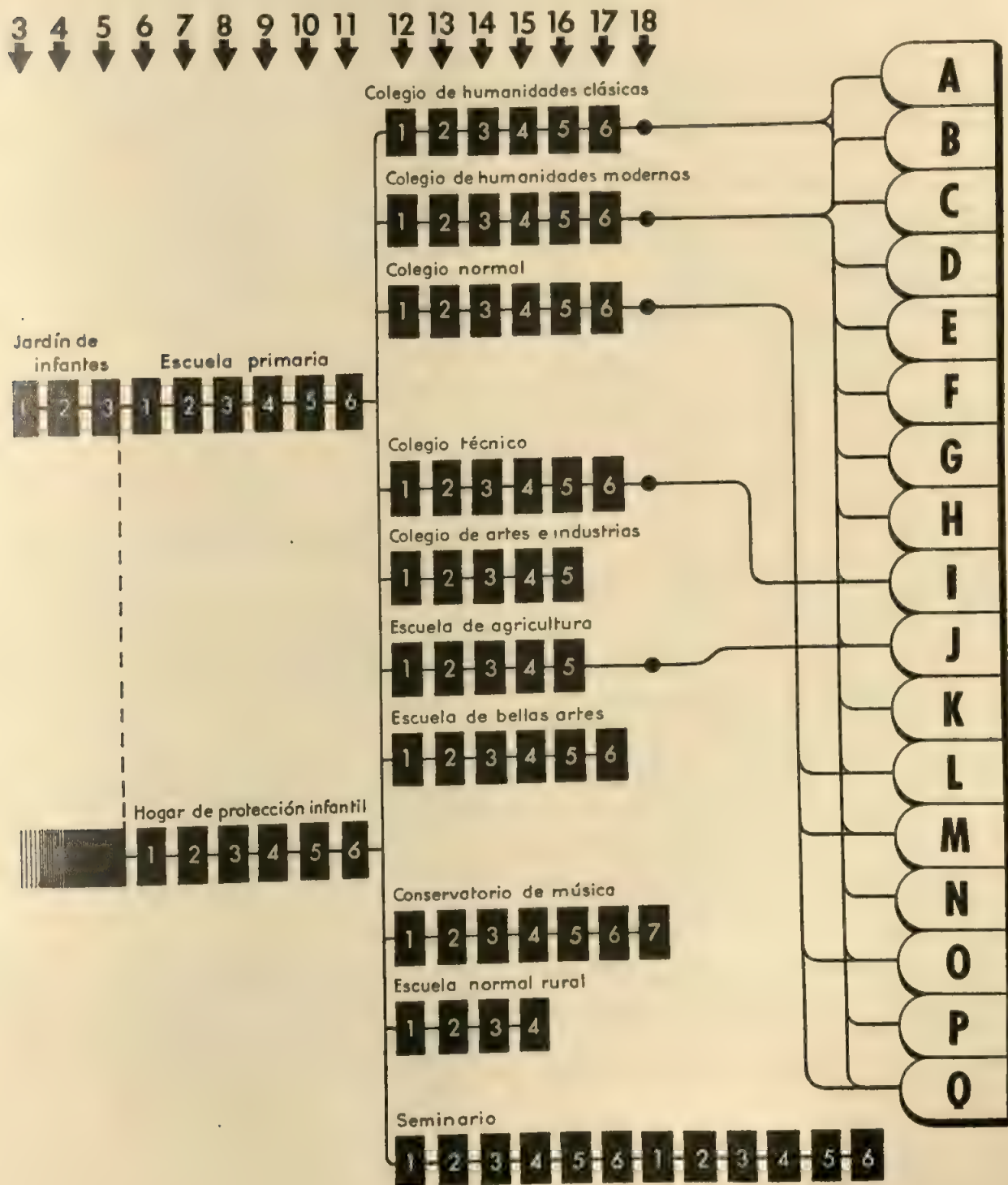
N. *idiomas*: linguistics.

O. *psicología*: psychology.

P. *obstetricia*: obstetrics.

Q. *enfermería*: nursing.

DIAGRAM



spirit of initiative, through well-directed artistic, social and physical education.

Youth Movements

Some schools sponsor scout activities, while the Ecuador Federation of University Students (FEUE) has members in the four non-denominational universities.

PROBLEMS AND TRENDS

The following problems have been discussed and studied during recent years:

1. The accurate definition of the function of the Ecuadorean school, within the framework of the nation's historical background.
2. The reorganization of education, basing it on present social conditions, the experience of national educators and the most approved trends of present-day educational theory.
3. The need to construct comfortable and healthy school buildings, as well as new primary schools to house more than 200,000 children who are at present deprived of education.

4. The training of 5,000 new schoolteachers.
5. The extension of the literacy campaign.

Among recent accomplishments are:

1. The reorganization of technical education, the aims of which have been extended to include such training for workers and technicians as will enable them to understand not only their specialities but also their individual problems and those of the nation.
2. The development of physical education in schools and colleges, with the procurement of national norms and directives to make the programme more efficient.
3. The widening of the activities and influence of the rural school, with a view to create thus a school for the community. The experiments carried out by the Rural School Nuclei (*Núcleos rurales escolares*) have given encouraging results.
4. The creation of the Department of Educational Research, in order to give a more scientific foundation to the pattern of education.
5. The preparatory study of a new draft 'Organic Law of Education'.

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1. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	57	171	178	7 057	3 894
Kindergartens, private	9	14		406	
Primary					
<i>Public schools</i>					
Urban	425	2 792	1 532.5	100 122	158 626
Rural	2 621	3 555		175 696	
<i>Private schools</i>					
Urban	249	1 555		55 732	
Rural	124	303		10 179	
Secondary					
<i>General</i>					
Public schools	35	982	447	12 001	5 222
Private schools	49	810		5 571	
<i>Vocational</i>					
Schools of agriculture	4	37	—	353	—
Technical schools	7	137	2	905	102
Schools of arts and trades					
Public	24	293	259	3 053	2 874
Private	8	170		410	
Schools of commerce and administration					
Public	6	117	102	1 309	2 367
Private	15	81		2 481	
Schools of fine arts and conservatories of music	6	88	17	663	311
<i>Teacher training</i>					
Teacher-training schools					
Public	4	144	93	1 872	1 499
Private	5	58		441	
Rural teacher-training schools	8	92	25	1 035	499
Schools of physical education	2	11	1	65	25
Higher					
Universities	5	495	6	4 050	635
Polytechnic school	1	17	—	72	—
Schools of social service	2	...	...	...	...

Source: Ecuador, Ministerio de Educación Pública. Sección de Estadística y Escalafón.

1. Including 2,813 in urban and 2,512 in rural schools, both public and private.

2. Including 75,909 in urban and 82,717 in rural schools, both public and private.

3. Including one school of 'classical humanities'.

2. AGE AND CLASS DISTRIBUTION OF PUPILS IN PUBLIC AND PRIVATE PRIMARY AND SECONDARY SCHOOLS, 1950/51

Class	Age								
	6	7	8	9	10	11	12	13	14
1	12 188	11 986	9 811	6 150	4 112	2 411	1 815	1 165	1 075
2	251	3 463	6 351	5 394	4 349	2 840	2 054	1 291	727
3	3	254	1 934	3 882	4 215	3 554	2 550	1 816	952
4	—	5	165	1 296	2 537	2 853	2 389	1 697	912
5	—	—	2	98	844	1 603	1 870	1 372	802
6	—	—	—	—	31	425	1 243	1 378	1 027
7	—	—	—	—	—	—	1 188	1 924	1 978
8	—	—	—	—	—	—	42	702	1 274
9	—	—	—	—	—	—	1	53	487
10	—	—	—	—	—	—	—	2	24
11	—	—	—	—	—	—	—	—	1
12	—	—	—	—	—	—	—	—	—
Total by age	12 442	15 708	18 263	16 820	16 088	13 686	13 152	11 400	9 259
Percentage by age	8.2	10.5	12.2	11.2	10.7	9.1	8.8	7.6	6.2

Class	Age						Total by class	Median age	Percentage by class
	15 ¹	16 ²	17	18	19	20 +			
1	1 690	129	—	—	—	—	52 532	8.2	35.0
2	776	109	—	—	—	—	27 605	9.7	18.4
3	957	44	—	—	—	—	20 161	10.9	13.4
4	560	11	—	—	—	—	12 425	11.8	8.3
5	532	3	—	—	—	—	7 126	12.5	4.7
6	693	2	—	—	—	—	4 799	13.5	3.2
7	1 513	918	523	248	95	183	8 570	14.6	5.7
8	1 261	897	562	233	89	178	5 238	15.5	3.5
9	993	1 066	807	452	249	216	4 324	16.6	2.9
10	354	678	775	549	326	430	3 138	17.7	2.1
11	22	295	501	640	410	577	2 446	18.6	1.6
12	1	20	188	412	394	739	1 754	19.6	1.2
Total by age	9 352	4 172	3 356	2 534	1 563	2 323	150 118	.	.
Percentage by age	6.2	2.8	2.2	1.7	1.1	1.5	.	.	.

Source. Ecuador. Ministerio de Educación Pública. Sección de Estadística y Escalafón.

Note. Figures for primary schools grade 1-6 are established on 37 per cent only of total enrolment; figures for secondary schools grade 7-12 are established on 50 per cent of total enrolment.

1. In primary day schools 15 years old and over.

2. In primary evening schools 16 years old and over.

3. PUBLIC EXPENDITURE ON EDUCATION 1950/51 (in sucres)

School level	Total	Salaries	School buildings (rents, etc.)	Grants to students	School equipment	Miscellaneous	Annual cost per pupil
Total	82 835 374	...	...	...	...	...	314.34
Kindergartens	1 301 160	1 301 160	—	—	—	—	206.20
Primary schools	43 111 820	37 959 860	3 493 520	1 325 440	—	333 000	183.09
Urban	(19 649 856)	(16 300 976)	(2 246 120)	(986 692)	—	(116 068)	(260.91)
Rural	(22 545 648)	(20 797 888)	(1 240 000)	(308 636)	—	(199 124)	(145.41)
Evening	(916 316)	(860 996)	(7 400)	(30 112)	—	(17 808)	(179.24)
Secondary schools	20 721 011	16 419 661	1 606 848	1 154 618	871 102	668 783	1 215
Teacher-training	(2 618 082)	(2 138 400)	(36 392)	(392 960)	(14 436)	(35 894)	(1 232)
General education	(12 630 272)	(9 950 339)	(1 155 777)	(369 121)	(691 930)	(463 106)	(1 143)
Vocational education	(4 501 280)	(3 576 688)	(395 946)	(198 302)	(163 628)	(166 716)	(1 481)
Rural teacher-training	(971 377)	(754 234)	(18 733)	(194 235)	(1 108)	(3 067)	(1 165)
Higher education	17 701 383	...	...	...	...	...	3 774
Universities	(16 701 383)	...	...	...	...	...	(3 616)
Polytechnic school	(556 500)	...	...	...	...	...	(7 729)

Source. Ecuador. Ministerio de Educación Pública. Sección de Estadística y Escalafón, Quito 1952.

Note. Data for the budgetary expenditure of the Ministry of Education and not including expenditures by other ministries, municipalities, etc.
Official rate of exchange: 1 sucre = 0.06601 U.S. dollar.

4. HIGHER EDUCATION 1950/51

Faculty or field of study	Students enrolled		Degrees awarded		Faculty or field of study	Students enrolled		Degrees awarded	
	Total	F.	Total	F.		Total	F.	Total	F.
Law	1 030	28	70	—	Economics	236	48	9	2
Institute of international law	29	1	—	—	Journalism	68	26	—	—
Medicine	1 025	76	78	1	Veterinary science	84	4	—	—
Dentistry	261	55	15	2	Obstetrics	101	101	11	11
Agronomy	147	4	14	—	Institute of psychology	6	1	—	—
Architecture	73	1	1	—					
Chemistry and pharmacy ¹	252	124	22	1	Total of faculties	4 050	635	277	36
Education	218	116	10	3					
Schools of nursing	49	49	16	16	Polytechnic school	72	—	...	—
Engineering	471	1	31	—					

Source. Ecuador. Ministerio de Educación Pública. Sección de Estadística y Escalafón, 1951/52.

1. Including industrial chemistry.

E G Y P T

Total population (1951 midyear estimate): 20,729,000.
Total area: 1 million square kilometres; 386,000 square miles.
Population density: 21 per square kilometre; 54 per square mile.
Population, within school age limits: estimated at 3 millions.
Total enrolment: estimated at 1,523,000.
Enrolment of girls as percentage of total: 35 in primary schools.
Pupil-teacher ratio: approximately 28 in primary schools.
Illiteracy rate (1947 census): 5 years of age and over, 78 per cent.

National income (1948 estimate): 1,017 million Egyptian pounds.
Public expenditure on education (1951): 38,198,000 Egyptian pounds.

Cost per pupil in primary schools: 10 Egyptian pounds.

Official exchange rate: 1 Egyptian pound = 2.872 U.S. dollars.

Prepared by the Ministry of Education, Cairo, in February 1953.

LEGAL BASIS

The following are the main laws regulating education in Egypt:

1. The right to be educated is provided for by the clauses of the National Constitution, 1923: Clause 19 states that school attendance is compulsory for children between 6 and 12 years old.
2. The last law for mass education under the supervision of the Ministry of Education was promulgated in 1944 to organize the campaign against illiteracy in the country. All males ranging from 12 to 45 years old, and females from 12-15 are under obligation to attend evening classes.
3. The 1948 law reorganized the relationship between the Ministry of Education and private schools, especially schools belonging to foreign communities.
4. In 1950 a law was passed by parliament offering free education to all school-age boys from 6 to 18, covering the three important stages of pre-school, primary and secondary education. This is by far the most recent and profound change in the educational system in our country.
5. In 1951 two other important laws on education were enacted. The first reorganized the primary stage, bringing all the different types of school once known as primary with foreign language, elementary without foreign language, infant schools and nursery schools, under one heading, i.e. the primary school, which corresponds to the compulsory school age limits. The second law deals with the secondary education stage and divides it into two periods. The first is a preparatory period of two years ending with a public examination. The preparatory certificate gives the student the possibility of entry to the next division of three years' duration.

ADMINISTRATION AND FINANCE

In Egypt, education is to a great extent a function of the State, financed by the central government from the national budget. Before 1939, the Ministry of Education was the administration directly responsible for education. This explains the uniformity of curricula and school

management all through the country, except in schools founded by foreign societies for the benefit of the different foreign communities in the country.

But beside these State schools there have arisen private schools belonging to individuals, benevolent societies and corporations, which receive financial aid from the Ministry of Education on condition that they follow the course of instruction planned by the Ministry. Such schools have proved to be of the greatest value in the diffusion and expansion of education and have done credit to the spontaneous effort of the nation.

However, a new policy was started by the Ministry in 1939, marking a departure from the previous centralization. The whole country was divided into 11 educational zones, each of which was put under the supervision of a controller appointed by the Minister, with purely administrative powers, along with a staff of inspectors and other officials. The technical side of education, concerning the preparation of curricula and textbooks, the definition of the various stages of education, age of admission, etc., still rests with the central administration. A recent modification in 1952 brought the number of education zones to 20. The results of decentralization are manifold:

1. It shifted the burden of routine work on to the new zones.
2. A better control and supervision of the different types of schools was possible.
3. A new interest developed in the study of local environment as a part of the extra-curricular side of school activities.
4. The primary school leaving certificate, which before 1939 had been the same for all boys throughout the country, was administered by each zone so that the certificate has become a local affair.
5. The reform meant that the controllers, being nearer to the public, have felt the needs of their zones, a spirit which has given education a new impulse.
6. In consequence, the Ministry of Education is undergoing the important change of becoming a technical body for securing the uniformity of education, introducing new reforms, and remaining free to cope with the steady expansion of education in the country.
7. All schools, whether academic or vocational, are supervised and controlled by a body of inspectors from both the central administration and the zones. Special

summer courses for the benefit of inspectors give the technical and administrative side of education a high degree of uniformity, efficiency and systematic control. Inspectors are usually chosen from among capable teachers, most of whom are specialized in a certain subject. The role of the inspector is to guide and advise younger teachers on the matter and method of teaching, and to report to the controller-general of the zone on his evaluation of teachers, this being important for the latter's promotion. The estimate falls under three main headings (fair, good, excellent, with intermediate shades). Inspection in primary, secondary and vocational schools, whether State or private, is the main task of local inspectors. However, there is a body of inspectors-general in the Ministry whose function is to supervise the work done by the zone inspectors and to check the estimates of teachers by occasional visits to schools. They give advice and guidance to inspectors with the aim of securing uniform inspecting methods. Again, all teacher-training schools are exclusively inspected by the inspectors-general. The whole body of zone inspectors and inspectors-general is headed by the senior inspector of that subject, who is resident in the Ministry. All changes in the curriculum are first considered by the senior inspector and his staff of inspectors-general. These changes are sent to the different zones after approval by the Minister. Again, all transfers of teachers and head teachers in primary and secondary schools are prepared by the senior inspector and inspectors-general and then executed after approval by the Minister. There are eight senior inspectors, each concerned with a particular subject.

Private Schools

The last law on private schools, passed by parliament in 1948, organized the relationship between the Ministry and those schools. The salient feature of the law is a closer control by the Ministry over the administration and inspection of private schools in return for annual subsidies and facilities for procuring school equipment from the Ministry's stores. In 1950 the Ministry went a step further by incorporating the majority of private school teachers into the Ministry. Henceforth they rank as State officials.

Sources of Revenue

With the recent policy of giving free tuition in both primary and secondary schools there are now no special sources of revenue for the Ministry of Education except 66 per cent of the revenue of provincial councils and 1 per cent of the revenue of municipal councils and a small sum collected from pupils for books and health services: a total forming a very small fraction of the Ministry budget. In fact it is a part of the State annual budget. With that budget the Ministry has to cope with expenditure for the following purposes: teacher-training centres; primary education; central and zone administration; secondary education; technical schools; Cultural Relations Department; School Hygiene Department; Nutrition Department; educational missions; ancient Egyptian museums; Moslem Art Museum; Coptic Museum; the Arabic Language Academy; State Library; subsidies to the three universities; subsidies to private schools and cultural associations, etc.

Buildings

Until the beginning of 1952, the school-building problem was unsolved. A solution was reached at the end of that year by abandoning the traditional State policy, which dictated that all State buildings should be executed by the Ministry of Public Works. The new policy of school buildings was started when the Council of Ministers decided to give the Ministry of Education a free hand in building its schools by creating a State foundation to raise funds for carrying out that scheme. The scheme aims at building inexpensive schools within a term of 10 years to admit gradually all children reaching school age.

ORGANIZATION

The pattern of the school system leads a normal child at the age of 6 through the primary school of six years' duration, at the end of which he takes a public examination (primary leaving certificate). This certificate gives him probable entry to either the academic secondary school or a secondary level school, vocational or technical. The curriculum of the primary compulsory school is as follows: religion, Arabic language and calligraphy, English or French (taught in the fifth and sixth forms), history, geography, elementary science (general knowledge), drawing, arithmetic and practical geometry, needlework (for girls). The first two years correspond to the infant school programme.

The academic secondary school of five years' duration gives access to higher education and university colleges. The curriculum of the secondary school is as follows: Arabic language and literature, English, French, mathematics, chemistry, physics, geography, history, biology, civics and art, domestic arts and needlework (for girls). At the end of the first two years the student takes a public examination, the preparatory certificate, and sits again for a public examination, the general secondary certificate, after another two years. This gives him the right to take an orientation course of one year (scientific, mathematical or literary). This ends with another public examination (special secondary certificate), which gives him probable access to university colleges or higher institutions.

ADULT AND FUNDAMENTAL EDUCATION

Adult education in Egypt has only recently received attention from the State. The Institution of People's Culture was established in 1946. Beginning with one centre in Cairo and another in Alexandria, it has grown steadily to include 16 branches in the provinces. Its basic idea is to diffuse general knowledge among the adult literate populace, and the programme offers a very wide variety of courses, especially in practical subjects and vocational guidance, to meet the needs of men and women alike. Mixed classes are rare. To develop the social activity of the centres the institution organizes educational excursions and camps in different parts of the country and abroad. The total number of persons attending the various courses of the institution amounted in 1952 to 15,707 of

whom 9,533 were males and 6,194 females. This shows an increasing public demand for more general instruction.

Apart from this, there are regular classes for the fine arts, music, acting, Arabic monuments, etc.

In 1944, a law was promulgated for eradicating illiteracy among males from 12 to 45 and among females from 12 to 15. The Ministry of Education superintends and finances the scheme and supplies school equipment and buildings to the night classes set up throughout the country. Other departments and agencies, and also the co-operative societies, take an active part in the campaign, but much remains to be done in the field of fundamental education.

The Ministry of Education had to revise its anti-illiteracy policy after an unsatisfactory experiment of about six years and to adopt a new, twofold policy: to continue the programme of teaching the illiterate population of over 12, but with a shorter course of 12 months' attendance as a maximum, and to open more night classes with a two-year course for teaching children under 12 who could not be enrolled in the day primary schools. The experiment started with 50,000 children. This number will be increased in future. It is expected that the Sirs-El-Layyan centre of fundamental education will help to carry out this policy by offering scientific and technical guidance on such matters as duration and equipment.

TEACHER EDUCATION

At its last session of 1952 the Superior Council of Education

discussed in full the question of teacher training and approved a report on the subject by the Cultural Committee. The main idea running through the report was the institution of a uniform system of teacher training for the primary school and the preparatory stage of the secondary school. The report left out the question of training teachers for the higher classes of secondary schools since they should have a very broad cultural background and are generally recruited from university graduates who have taken a postgraduate one-year course of training at the Higher Institute of Education.

Under the new system, the teacher-training school will provide a total course of seven years after primary education. It is divided into two stages. The first is the general training school of five years, recruiting boys or girls who have obtained the primary school leaving certificate or an equivalent level. Students with a general secondary certificate are admitted to the top or fifth class. The aim of this stage is to train classroom teachers for the primary school, and the curriculum is broad, including both cultural and vocational subjects. Students who pass the final public examination are given the general licence for teaching, and are eligible to enter the next—special—stage of the course. This stage is open also to those who have completed their general secondary schooling; the course lasts two years, and is intended for training teachers to a fair degree of specialization in one or more subjects. Several branches of study are provided: Arabic, foreign languages, mathematics and science, fine arts, domestic arts, physical training, child education, and others will be created when needed. The curriculum combines general with

GLOSSARY

- (a) *ibtidā'iyah*: primary school.
- (b) *taḥfiẓ al-Kur'ān*: Koranic school.
- (c) *thānawīyah*: general secondary school with programme in three cycles: a two-year preparatory course (*iḍādī*) (C¹), leading through a public examination to a two-year general course (*thakāfah*) (C²), which in its turn leads through a public examination to a one-year course of specialization (*taʾwījī*) (C³), at which stage the pupil can choose between mathematics (*riyāḍah*) (C⁴), science (*ʿulūm*) (C⁵) or literature (*ādāb*) (C⁶).
- (d) *maḥad al-muʿallimīn*: teacher training school, including a five-year general course at secondary level (*ʿām*) leading through public examination to 2 years' professional training (*khās*).
- (e) *maḥad al-tarbiyah al-badaniyah al-ibtidā'i*: specialized teacher-training school for physical education instructors.
- (f) *thānawīyah ṣinā'iyah*: vocational secondary school for industrial technicians.
- (g) *thānawīyah tijāriyah*: vocational secondary school of commerce.
- (h) *thānawīyah sirā'iyah*: vocational secondary school of agriculture.

- (i) *thānawīyah nisawīyah*: vocational secondary school of home economics.
- (j) *dirāsah takmilīyah ṣinā'iyah*: vocational training school for industry.
- (k) *dirāsah ibtidā'iyah tijāriyah*: vocational training school of commerce.
- (l) *dirāsah takmilīyah sirā'iyah*: vocational training school of agriculture.
- (m) *dirāsah takmilīyah nisawīyah*: vocational training school of home economics.
- (n) *ibtidā'iyat al-Azhar*: lower general secondary school forming part of the educational establishment of the Al-Azhar mosque.
- (o) *thānawīyat al-Azhar*: upper general secondary school forming part of the educational establishment of the Al-Azhar mosque.

EXAMINATIONS

- (p) *imtiḥān ʿām*: public examination.
- (q) *imtiḥān kubūl*: entrance examination.

HIGHER EDUCATION

- A. *kulliat al-muʿallimīn*: institute of education.

- B. *maḥad al-tarbiyah al-badaniyah*: college of physical education.
- C. *kulliat al-funūn al-ṣaḥbīyah*: college of applied arts.
- D. *kulliat al-funūn al-jamīlah*: college of fine arts.
- E. *maḥad al-muʿallimāt wal-khidmah al-ijtimā'iyah*: institute of education and college of social service for women.
- F. *kulliat al-ṭib al-baiṭari*: faculty of veterinary medicine.
- G. *kulliat al-ṭib wal-ṣaidalah*: faculty of medicine and pharmacy.
- H. *kulliat al-ʿulūm*: faculty of science.
- I. *maḥad al-tarbiyah*: institute of education for graduates only.
- J. *kulliat al-ādāb*: faculty of arts.
- K. *kulliat al-ḥukūk*: faculty of law.
- L. *kulliat al-sirā'ah*: faculty of agriculture.
- M. *kulliat al-tijārah*: faculty of commerce.
- N. *kulliat al-handasah*: faculty of engineering.
- O. *kulliat dār al-ʿulūm*: faculty of Dar al-Ulūm, which specializes in the philosophy, history and literature of the Arabic language.
- P. *kulliat al-Azhar*: faculties of Al-Azhar university.

professional studies. Graduates of the course are given a special licence for teaching which entitles them to teach in the lower classes of the secondary school.

SCHOOL WELFARE SERVICES

Two important departments are responsible for the welfare of students: the Department of School Hygiene and the Department of Physical and Social Activities.

All children are medically examined before admission to any stage of education. Records are maintained showing their general state of health, size, weight, height, condition of teeth and chest. These are recorded on special cards throughout the child's school career. There are numbers of medical centres spread over the country, besides two fully equipped school hospitals in Cairo and Alexandria. Treatment is free on payment of £1 or less at the beginning of the school year. Eyesight receives special care and glasses are issued at a minimum price to all who need them.

A midday meal is offered free of charge. In 1952 it cost the State £ E 4,323,940 to provide meals to 1,351,100 boys and girls.

Physical training is a fundamental part of the school curriculum. Specially trained teachers are appointed at every school to carry out this part of education. Games and sports are organized as daily events and competitions and school sports days stimulate interest.

In 1937, the Ministry established higher institutes for physical education (each sex separately). The course of study is three years and graduates have proved themselves most effective in raising the standard of physical training. Other schools of physical education train men and women teachers for the primary schools.

Youth groups have yet to be organized to become a factor in the service of the nation. A department whose object is the development of a healthy social atmosphere among youths was created by the Ministry of Education in 1949. In the recent campaign against illiteracy in Egypt, youth groups organized themselves to help in the education of illiterate masses in towns as well as in the country.

Earlier, in 1930, a spontaneous effort was started by youth groups under the names of 'Rouad' or Pioneers. They began by establishing centres (or settlements) in the poorer quarters of Cairo. The aim was to attract local juveniles to the settlement, where clubs, playgrounds, classes, medical centres under the care of a physician, were established. These centres give aid and guidance to members and to their families for a very small subscription. Each centre offers the services of a social worker, whose duty is to give advice on problems brought to his notice. The administration of the social settlement is left wholly to the members of the small community. Material help is given to them by the Ministry of Social Affairs. Egyptian

women are conspicuous in this field and much of the success is due to their zeal. In 1940 women's groups founded the Fuad I Social Welfare Association with a wide range of activities. The Fellah Association is the latest of the national bodies organized for the youth of rural Egypt.

PROBLEMS AND TRENDS

1. The creation of a uniform compulsory school for all Egyptians in accordance with the provisions of Law No. 143 on primary education has not yet solved the problems of foreign languages at this stage of education. A minority of these schools teach a foreign language (English or French). The Ministry has not decided whether to abolish the foreign language in primary schools or to extend it to all other schools. In 1952 the foreign language was taught in 974 primary schools (State and private) while 5,741 primary schools teach no foreign language.
2. Examinations: The promotion examination system has been revised and replaced by a simpler form of examination. Henceforth promotion to higher forms depends on two conditions: the year's work and a high attendance record.
3. The new examination system has invested the school staff with new authority through the formation of a school council presided over by the headmaster, which decides upon cases of the failure or promotion of pupils. The tendency is to give the school full administrative autonomy.
4. Early in 1953, the Council of Ministers approved a new educational policy introduced by the Minister of Education. Two laws, relating to primary and secondary education, were drafted on its basis for promulgation and application at the beginning of the 1953/54 school year.

These laws introduce several changes in the organization of education. Prominent among the changes is the removal of the foreign language from the primary school curriculum; the abolition of the primary leaving certificate and general secondary certificate public examinations; the lowering of the admission age to the preparatory secondary school and extending its course from two to four years, making it possible for a pupil to enter it after four years of primary schooling; and the introduction of three-year post-primary (higher primary) industrial and agricultural occupational schools. In addition, the laws deal with the expansion of the three-year vocational secondary course, which runs alongside the normal secondary school and ends with the special secondary certificate, for the purpose of providing quasi-specialized training in industry, commerce, agriculture or home economics.

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1. HIGHER EDUCATION, 1951/52

Faculty	Students enrolled	
	Total	F.
All faculties	37 648	2 377
Arts	4 011	916
Law	7 821	317
Medicine	6 721	640
Science	2 034	206
Agriculture	2 158	84
Arab studies (Dar al-'Ulūm)	859	—
Commerce	8 005	267
Engineering	4 687	8
Veterinary science	414	22
Institute of Archives	51	—
Institute of Sudanese Studies	47	8
Institute of Oceanography	15	—
Institute of Industrial Engineering	94	—
Higher institutes for teachers	731	410

Source. Egypt. Ministry of Education. Cairo.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951
(in thousands of Egyptian pounds)

Item	Amount
Total expenditure	38 198
General administration, inspection, etc.	7 792
Primary education (including pre-school education)	13 418
Secondary education	
General	8 134
Vocational and special	4 359
Higher education	4 495

Source. Egypt. Ministry of National Economy. Department of General Statistics and Census. Cairo.

Note. Official exchange rate in 1951: 1 Egyptian pound = 2.872 U.S. dollars.

3. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Infant schools	111	1 755	1 755	66 082	...
Infant schools annexed to primary schools					
Infant schools, private	161	1 155	1 155	43 090	20 886
Primary					
Primary schools	426	8 534	1 366	170 185	36 160
Primary schools, private	546	6 865	1 910	173 520	42 046
Model elementary schools					
Elementary schools	4 665	27 938	4 741	856 599	343 765
Elementary schools, private	1 076	4 597	1 415	181 981	60 478
Secondary					
<i>General</i>					
Secondary schools and annexes	140	5 804	640	126 216	23 015
Secondary schools, private	112	1 341	155	29 720	2 750
<i>Vocational</i>					
Primary industrial schools	29	279	—	1 902	—
Primary agricultural schools	3	25	—	184	—
Horticultural schools	3	38	—	430	—
Primary commercial schools	6	25	8	223	110
Middle industrial schools	24	1 408	—	8 915	—
Middle agricultural schools	11	382	—	4 201	—
Intermediate schools of commerce	19	594	35	7 683	917
Schools for domestic arts and crafts	14	447	349	3 077	3 077
Higher supplementary agricultural studies	7	...	—	675	—
Higher supplementary commercial studies	7	...	—	1 442	...
<i>Vocational independent schools</i>					
Schools for domestic arts and crafts	7	15	15	784	784
Industrial schools	7	98	—	1 445	—
Commercial school	1	8	—	230	—
Naval school	1	4	—	148	—
Schools of calligraphy	3	13	—	283	—
School for wireless instructors	1	13	—	177	—
<i>Teacher training</i>					
Elementary training centres	47	1 320	563	9 835	4 781
Rural training centres	2	37	—	298	—
Primary and intermediate training schools	16	311	54	2 788	929
Higher					
Universities	3	...	...	37 648	2 877
Teachers' higher institutes	7	169	120	950	737
Schools of fine arts	1	39	—	253	—
Schools of applied arts	1	82	—	249	—
Special					
Schools for physically defective children.	11	171	79	727	349
Social welfare establishments	73	649	289	7 714	4 184

Source. Egypt. Ministry of Education. Cairo.

EL SALVADOR

Total population (1951 midyear estimate): 1,920,000.
Total area: 34,000 square kilometres; 13,127 square miles.
Population density: 56 per square kilometre; 146 per square mile.
Enrolment of girls as percentage of total: 48 per cent in primary schools.
Pupil-teacher ratio: 30 in primary schools.
Illiteracy rate, population aged 10 and above (1950 census): 59 per cent.

ADMINISTRATION

Practically all educational establishments are State-controlled, with the exception of the university, which is self-governing.

The Ministry of Culture (*Ministerio de Cultura*) comprises the following departments and directorates-general: the Council for Primary Education and Teacher Training; the Department of Literacy and Adult Education; the Department of Secondary Education [the director of this department is assisted by the heads of three sections (basic secondary course; science and arts; and commercial education) and by two inspectors responsible for the supervision of State and private schools respectively]; the Department of School Buildings and Supplies; the Directorate-General of Physical Education; the Directorate-General of Fine Arts.

In each educational district (*circuito*), primary schools are supervised by an education officer (*delegado escolar*), aided by a number of assistant officers varying according to the size of the district.

Each individual locality (*municipio*) has an education committee (*comisión de educación*), which carries out a certain amount of administrative work, especially in connexion with school buildings and compulsory schooling.

Private schools wishing their certificates to have official recognition must be approved by the government.

ORGANIZATION

Pre-School Education

This is provided for children from 4 to 7 years of age in kindergartens established in the chief towns. The methods used are based on the Froebel, Montessori and Decroly systems.

Primary Education

Urban and rural primary schools provide a six-year course divided into three cycles, though the rural schools do not always supply the full course. The curriculum comprises the following subjects: Spanish language, arithmetic, natural science, geography and history, music and singing, physical training and manual work.

National income (1946): 435 million colones.

Official exchange rate: 1 colon = 0.40 U.S. dollar.

Based on official sources, prepared in May 1953.

Secondary Education

Pupils are admitted without examination if they have completed the full primary course. The secondary course lasts five years, the first three of which are known as the basic secondary course (*plan básico*), which was instituted by a decree of 6 March 1947 as a supplement to primary education. It gives access to the science and arts streams, to teacher-training schools and to secondary commercial schools.

Vocational Education

With the exception of the El Salvador Vocational School for Technicians and of two schools providing a vocational stream in the basic secondary course, all vocational and technical schools are private. Pupils entering them must have completed the full primary course. However, pupils over 18 years of age are admitted if they have done five years' primary studies.

The vocational schools train workers, craftsmen and junior clerks. Courses last from two to four years and the curricula vary considerably.

The commercial schools train commercial secretaries (two-year course), bookkeepers (three-year course) and accountants (*tenedores de libros*) (four-year course).

These private schools are inspected by government officials. The State lays down the curricula, appoints examination boards and ratifies the certificates, diplomas, etc., issued by these schools.

Higher Education

Higher education is provided by the self-governing University of El Salvador, which comprises six faculties: law and social science, medicine, chemistry and pharmacy, dentistry, economics, engineering.

Candidates for admission must be at least 16 years of age and hold a secondary school leaving certificate or be primary school teachers holding a certificate from a training school in El Salvador, or have equivalent qualifications from abroad.

The Faculty of Economics, founded in 1946, accepts students holding an accountancy or bookkeeping diploma issued by a State-recognized school.

Teacher Training

The training course, which is for primary teachers, lasts three years and is open to pupils who have completed the basic secondary course or one of the teacher-training streams provided in schools at Chalatenango or Chinameca and who have won a State scholarship.

The rural teacher-training school in Izalco accepts first-year pupils who have completed the primary course and third-year pupils who have completed the basic secondary course.

In some teacher-training schools, courses are provided for prospective kindergarten teachers.

According to the regulations of 10 November 1946, the purpose of teacher training is to provide qualified teachers who will be able to adapt themselves to contemporary conditions in their immediate environment and to guide others towards the democratic way of life.

ADULT EDUCATION

The literacy campaign was launched in 1945 on the initiative of private institutions.

The law on literacy (14 August 1950) obliges all illiterates from 12 to 50 years of age, and children who have not been to primary school, to attend the courses provided in literacy centres. Since 1952, however, children have no longer been accepted in these centres.

By a decree of 9 September 1950, an Advisory Council was set up to co-ordinate all work in connexion with literacy campaigns coming under various ministries—education, public health, national defence, agriculture.

El Salvador's literacy centres are divided into five districts, each controlled by a special officer or 'promoter'. They give basic instruction in reading, writing, arithmetic, hygiene and civics.

Mobile 'cultural squads' contribute to the education of the people by showing films and organizing meetings for cultural and recreational purposes. The chief towns of

many departments and cantons have literacy groups which raise funds and arrange for the setting up of new centres.

STATUS OF TEACHERS

Primary teachers, approximately 70 per cent of whom have no degree or diploma, are divided into three classes (A, B and C), according to the studies they have completed—teacher-training school or secondary school leaving certificate, three years in a teacher-training stream or basic secondary course, or, thirdly, studies on a lower level. Each of these three classes of teachers is further subdivided into four categories, according to length of service. Teachers can be promoted to a higher class by doing correspondence courses, for which there are quarterly qualifying examinations.

A pension equal to the full salary they were receiving on retirement is granted to teachers of 50 years of age who have completed 30 years' service. For teachers of 50 who have completed 25 and 20 years' service, this pension amounts to 80 and 60 per cent respectively of their salary on retirement.

A special law guarantees security of tenure for secondary teachers, as well as certain rights and privileges for teachers with university degrees.

Law No. 799 of 2 September 1950 stipulates that temporary staff will be replaced as and when the State can secure the services of teachers holding degrees from the University of El Salvador.

At present secondary teachers are recruited from various sources—certificated primary teachers who have been in service for at least four years and who pass a qualifying examination, holders of the school-leaving certificate who have completed a course in a teacher-training school and pass a special examination and, lastly, candidates holding the school-leaving certificate and the primary teacher's certificate.

GLOSSARY

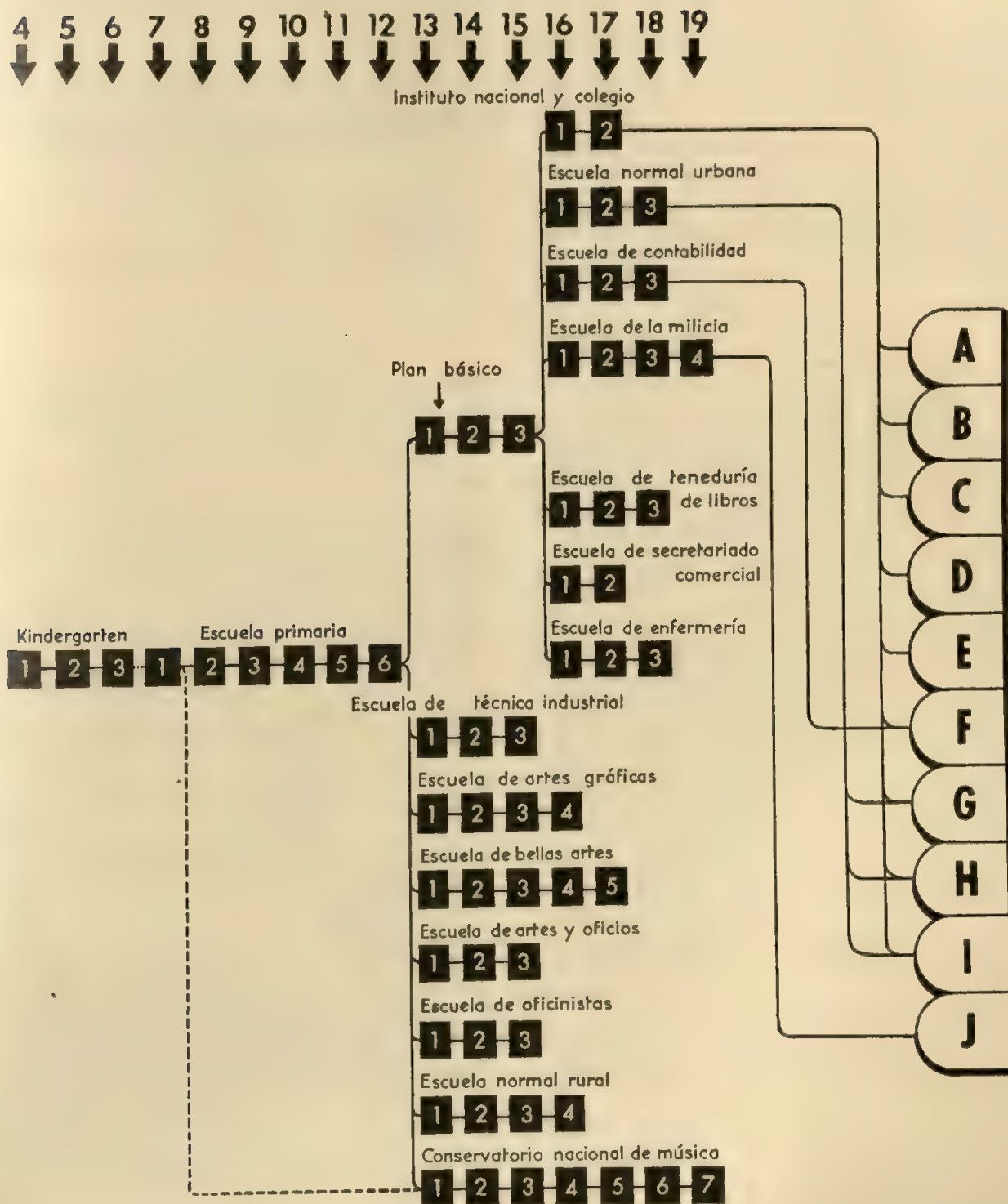
colegio: private general secondary school.
conservatorio nacional de música: vocational training school of music.
escuela de artes gráficas: vocational training school of graphic arts.
escuela de artes y oficios: vocational training school of arts and crafts.
escuela de bellas artes: vocational training school of fine arts.
escuela de contabilidad: vocational secondary school of accountancy.
escuela de enfermería: vocational training school of nursing.
escuela de la milicia: vocational secondary school for careers in the armed forces.
escuela normal urbana: teacher-training school for urban primary teachers.
escuela normal rural: teacher-training school for rural primary teachers.

escuela de oficinistas: vocational training school for office workers.
escuela primaria: primary school with two types distinguished, urban and rural, the latter often incomplete.
escuela de técnica industrial: vocational training school for trades and industries.
escuela de secretariado comercial: vocational training school for secretariat careers in commerce and industry.
escuela de teneduría de libros: vocational secondary school of bookkeeping.
instituto nacional: State general secondary school.
kindergarten: pre-primary school.
plan básico: basic secondary course forming the lower cycle of studies in general and vocational secondary schools.

HIGHER EDUCATION

A. *Leyes*: law.
 B. *Medicina*: medicine.
 C. *Química y farmacia*: chemistry and pharmacy.
 D. *Odontología*: dentistry.
 E. *Ingeniería*: engineering.
 F. *Economía*: economics.
 G. *Humanidades*: arts.
 H. *Escuela normal superior*: institute of education.
 I. *Escuela de servicio social*: social service college.
 J. *Escuela superior de guerra*: military college.

DIAGRAM



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1. SUMMARY OF SCHOOL STATISTICS, 1953

Level of education and type of school	Institutions	Pupils	
		Total	F.
Pre-school			
Kindergartens	53	8 980	4 728
Primary			
Primary schools	1 852	175 059	84 208
Secondary			
General			
Secondary schools	102	11 487	4 754
Vocational			
Nursing	1	70	70
Technical	2	242	158
Commercial	28	1 333	407
Arts and crafts	3	955	36
Fine arts and music	2	1 535	1 535
Teacher training			
Urban schools	...	1 474	635
Rural schools	...	256	144
Higher			
University	1	1 023	127
Higher training school	1	42	21
Social service school	1	32	24

Source. El Salvador. Dirección General de Estadística y Censos.

Note. Figures refer to enrolment in all government, subsidized, municipal and private schools in June 1953.

2. HIGHER EDUCATION, 1953

Faculty	Students	
	Total	F.
Total	1 023	127
Law	298	16
Medicine	305	25
Dentistry	61	27
Engineering	199	2
Economics	67	—
Pharmacy	65	36
Arts	28	21

Source. El Salvador. Dirección General de Estadística y Censos.

3. PUBLIC EXPENDITURE ON EDUCATION, 1953 (colones)

Item	Amount
Total Ministry of Culture budget	18 650 000
Administration	4 702 754
Salaries	10 577 708
Primary education	868 291
Secondary education	254 236
Teacher training	86 286
Technical education	189 508
Fine arts education	123 500
Physical education	75 744
Experimental schools	1 771 972
Other expenses	

Source. El Salvador. Dirección General de Estadística y Censos.

Note. Official exchange rate: 1 colon = 0.40 U.S. dollar.

1. Excluding budget of the university amounting for 1953 to 1,243,652 colones.

ETHIOPIA

Total population (1951 midyear estimate): 15 million.
Total area: 1,060,000 square kilometres; 400,000 square miles.
Population density: 14 per square kilometre; 38 per square mile.
Total enrolment within school age limits (1950): elementary schools, 52,965; secondary schools, 1,079.
Enrolment of girls as percentage of total: 11 per cent.

Public expenditure on education (1949/50 approved budget): 10,530,806 Ethiopian dollars.

LEGAL BASIS

The main law in force is the Educational Tax Proclamation of 1947 which provides for the financing of education. The rate varies but in general it is 30 per cent of the land tax.

ADMINISTRATION

The Ministry of Education and Fine Arts exercises direct control over the public school system. A Board of Education is appointed by the Emperor. Ministerial responsibility rests with the board under the direct authority of His Imperial Majesty. Next in authority are the Vice-Minister and the Director-General. There is an inspection department headed by a chief inspector who has inspectors under him in all provinces.

The following departments are also responsible directly to the Vice-Minister and Director-General: secretarial; teacher training, research and translation; personnel; health; architecture; library; stores; accounts; archives.

Each province has an education office with an education officer responsible to the Vice-Minister and Director-General.

Private schools are subject to Ministry inspection. Church schools are administered separately by a department of education within the Coptic Church.

Finance

Public schools are financed from the budget of the Ministry of Education. In 1945-46 this amounted to almost 20 per cent of the total State expenditure.

Private schools are financed by the institution or mission sponsoring the school. Church schools are supported by the Church, which receives land tax, etc., amounting to approximately one-third of the national budget.

The Emperor makes large private grants to government schools.

Very few schools charge fees; the sums are low and there are numerous exemptions and free places.

Cost per pupil: 200 Ethiopian dollars per year.

Official rate of exchange: 1 Ethiopian dollar = 0.395 U.S. dollar.

Based on information supplied by the Ministry of Education and Fine Arts, Addis Ababa.

ORGANIZATION

The public primary schools give a course of eight years. The medium of teaching is Amharic and English and the curriculum includes reading, writing, arithmetic, geography, history and science. Rural schools include agriculture in the course; urban schools, woodwork and other handwork. The parish schools maintained by the Coptic Church are numerous and widespread; the course of study resembles that given by public primary schools, except that part of the time is devoted to religious instruction.

Lower secondary schools are of a practical type, with agricultural courses and technical training. Secondary schools give a course of five years; this is academic in content, designed as preparation for higher education. The schools are residential and the English medium is used, since students are prepared for the matriculation examination of London University.

Recently a university college was established in Addis Ababa; it comprises a number of faculties still in the formative stage. The earlier policy of sending students abroad for higher education continues, and in 1950 some 220 Ethiopian students held State scholarships abroad.

Several enterprises in adult education have been started. Evening schools of a remedial nature exist in the cities. The Ethiopian Women's Movement organizes short practical courses in many parts of the country; the content, as a rule, is literacy and home economics.

EDUCATION AND STATUS OF TEACHERS

So far only male teachers have received formal training for posts in primary schools. They are prepared in teacher-training schools or in special classes in a secondary school. While a standard two-year course is given, four grades of certificates are issued as follows: first class, for those having completed matriculation before entering the teacher-training school; second class, for those with a background of two years' secondary education; third class, for those having completed primary school; and fourth class for those who started to teach before completing primary school (this is an emergency measure to meet the demand for teachers—a great gap was created by the

Italian invasion; these teachers are required to earn 30 credits during vacation courses, the maximum possible each year being 10).

The teacher-training schools recruit students of at least 15 years of age by means of an entrance examination. Matriculants are preferred, but courses are arranged to suit the students' previous level of education. All tuition is free, including board and lodging, books and medical care. The course lasts two years, and comprises the following subjects with the timetable allotment in hours per week shown in brackets: Amharic and teaching Amharic (4); English and teaching English (5); mathematics (4); science and health (4); social studies (2); art and music (2); professional ethics (1); physical education (2); library science (2); elementary educational psychology (2); history of education (2); practice teaching (4). In the final year matriculated students are taught the principles of education and the use of tests and measurements in lieu of art, music, professional ethics and library science.

The economic status of a trained teacher is somewhat lower than that of bank clerks and business employees, but security of tenure is higher. While no scale of salary increases has yet been adopted, there is a tendency to grant increases on the basis of marks earned at teachers'

vacation courses. Conditions of service are largely governed by the provincial education officers who meet annually in conference with other Ministry officials for an exchange of ideas.

PROBLEMS AND TRENDS

One great problem is how to grant educational privileges to all children of school age. Provincial areas are in need of more buildings and teachers.

The one-room rural school plan is being studied seriously and will be given a trial.

A further problem is how to keep the well-trained young men in the teaching profession when there is such a dearth in other fields requiring their intellectual and clerical services.

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1. SUMMARY OF SCHOOL STATISTICS 1949/50

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Ethio- pian	Foreign	Total	F.
<i>Government schools</i>					
Primary	500	1 615	286	52 965	5 964
Lower secondary	1 5				
Secondary	1 3			1 079	...
Vocational	1 6				
<i>Private schools</i>					
Parish schools	...	...	...	70 000	...
Students abroad				228	...

Source. *Imperial Ethiopian Ministry of Education Year Book 1947-49*, Addis Ababa, 1950.

1. Figures for 1950 taken from: J. W. G. Draijer, 'Onderwijs in Ethiopie', *Mededelingen van het Afrika Instituut*, March 1952, Vol. 6, No. 3, Rotterdam, p. 62-65.

2. PUBLIC EXPENDITURE ON EDUCATION, 1949/50 (Ethiopian dollars)

Item	Amount
Approved budget	10 530 806
Salaries	3 881 191
Other expenditure	
Provincial primary schools	3 002 650
Addis Ababa primary schools	2 055 456
Secondary and teacher training	732 102
Head office	120 432
Students abroad	738 975

Source. *Imperial Ethiopian Ministry of Education Year Book 1947-49*, Addis Ababa, 1950.

Note. Official rate of exchange: 1 Ethiopian dollar = 0.395 U.S. dollar.

Total population (1951 midyear estimate): 4,051,000.
 Total area: 337,000 square kilometres; 130,000 square miles.
 Population density: 12 per square kilometre; 31 per square mile.
 Population within compulsory school age limits, 7-15 (1951): 600,456 (of whom 293,662 girls).
 Total enrolment (7-15 years) (1951): 576,177.
 Enrolment of girls as percentage of total: 48 per cent in primary schools.
 Pupil-teacher ratio: 27 in primary schools.

LEGAL BASIS

The main laws governing education in Finland may be summed up as follows:

The Board of Education Statute of 10 March 1924 prescribes that the board shall direct and supervise both the State and private fields of folk education and secondary education. The board is responsible to the government (cabinet).

The School Attendance Act of 15 April 1921 provides compulsory school attendance for children between 7 and 15 years of age. Exemptions are granted on physical and mental grounds.

The Folk School Form of Order Statute of 4 June 1931 stipulates in detail the functions of folk schools and aspects of their work relating to pupils, direction, teachers, inspection, etc.

The Folk School Expenditure Act of 8 June 1926 regulates the financing of the folk schools.

The Folk High School State Grant Act of 28 March 1930 covers the financing of folk high schools.

The Working Men's Institutes State Grant Act of 28 April 1938 covers the financing of these colleges, and the Working Men's Institutes Act of 22 June 1938 contains general regulations on the work, inspection, buildings, equipment, etc.

The Schools for the Blind and Deaf-Mute Statute of 19 October 1934 governs the work in these special institutions.

Secondary schools are governed by the following laws among others: the State Secondary School Act of 21 July 1939 and Private Secondary School Statute of 23 March 1944 both of which are of a general nature.

Institutions of university level each have a special Act or Statute which describes the organization and functions of the institution.

ADMINISTRATION AND FINANCE

The Folk (Primary) Schools

Finance. The folk school activity rests on a system of State grants which has been developed during the last few

National income (1950): 412,400 million markkas.
 Public expenditure on education (1950): 12,796 million markkas.

Official exchange rate: 100 markkas = 0.43 U.S. dollar.

Prepared by the Ministry of Foreign Affairs, Helsinki, and revised in April 1953.

decades. Generally speaking, State grants in Finland are higher than in other countries. This does not, however, mean that the State exercises a greater direct control of the folk school than is found elsewhere. By means of both practical experience and specially commissioned reports, efforts have been made to define the legal implications of a municipal school system based on State grants. It may be said that State grants have their maximum, minimum and optimum amounts: where the grant is too small, the State obliges the community to carry out the necessary improvements. Where the grant is too high the State must still lay down what the community is allowed to do. In either case the provisions are embodied in legal texts so that the folk school is virtually a State institution. In Finland the State grant is guaranteed to cover at least two-thirds of the total expenses. The poorest and most sparsely populated communities receive even more, but no community receives all the expenses, as this would discourage their interest in running the school and compel the State authorities to interfere too much with local affairs.

One difficulty of the State grant system is that it easily grows complicated, since the optimum grant is aimed at on every point. In certain cases it has been found necessary to give up this principle: thus the towns receive annually a fixed sum per pupil and not a proportion of actual expenses.

State grants are allotted as follows: a rural community receives from the State the salaries of teachers, and recovers for new school buildings at least 20 per cent as a grant and 40 per cent as an amortization loan. Poorer communities receive a higher grant and a smaller loan. In exceptional cases the grant may cover almost the total expense. Further, rural communities receive two-thirds of the cost of school supplies, teaching material, and assistance of pupils; the poorest ones receive more, according to consideration. For the upkeep of schoolrooms the State Council settles a contribution corresponding to 50 per cent of the expenses held as reasonable. In addition to these general items the community may receive contributions for special purposes, such as the maintenance of pupils' boarding-houses.

To maintain their folk schools, towns receive an annual grant of 2,500 to 5,000 markkas per pupil (1951).

Inspection and supervision. The first instance of the supervision of the folk school by the State is the folk school inspector. Rural communities are divided into 40 inspection districts, each with one inspector. In towns there are special folk school inspectors. The district of a rural inspector comprises on the average 140 schools and 350 teachers.

The second instance of State supervision is the School Board, to which the whole school system of our country is subject. The School Board has a special department for folk education. For Swedish folk schools there is a particular Swedish department.

Although the School Board attends to most administrative questions regarding the folk school, an important part is left to the authority of provincial governments: they resolve differences about salaries between teachers and communities, enjoin the communities to establish folk schools, build school houses, etc. It is possible to appeal against the decisions of the provincial governments, as well as against those of the School Board, to the Supreme Administrative Court, which is the highest authority in questions of administration. The political government of the country, the State Council, chiefly attends to legislative matters connected with the folk school, prepares the legislative proposals for parliament and the administrative proposals for the President of the Republic. Some of the State grants distributed after consideration, for instance for the building of school houses in cases where the amount is over 40 per cent, must be distributed by the State Council. Other grants are made by the School Board.

Secondary Schools

These are directly subject to the School Board, Finnish schools to the Secondary School Department and Swedish schools to the Swedish Department. Questions relating exclusively to one group are settled by the relevant department; general questions relating to both groups of schools are settled at common sessions of both departments. The most important questions are submitted to the Ministry of Education.

The members of departments make both general inspections of secondary schools and such as concern a particular subject. The latter form of inspection is also made by the inspectors who are common to all different departments and who represent physical training, drawing and woodwork, housecraft and needlework. Because of the great number of secondary schools, general inspections can seldom be made, and as a rule official instructions are given by means of circulars.

Private schools function along the same lines as State schools, and their activity is controlled by the appropriate department of the School Board.

School Buildings

Folk schools. The schools are built and maintained by local authorities. Equipment and supplies are provided to pupils free.

Secondary schools. The building of State schools is in

GLOSSARY

ammattikoulu: vocational training school for trades and industrial occupations.
kansakoulu: primary school.
kauppakoulu: vocational training school of commerce.
keskikoulu: lower general secondary school.
maatalouskoulu: vocational training school of agriculture and rural home economics.
merenkulku- ja laivurikoulu: vocational training school of navigation and seamanship.
metsä- ja sahateollisuuskoulu: vocational training school of forestry and sawmilling.
oppikoulu: general secondary school.
taideteollisuuskoulu: vocational training school of fine arts.
teknillinen koulu: vocational training (technical) school for adults.

DEGREE-GRANTING INSTITUTIONS OF HIGHER EDUCATION

A. *Jumaluusopillinen tiedekunta:* faculty of theology.

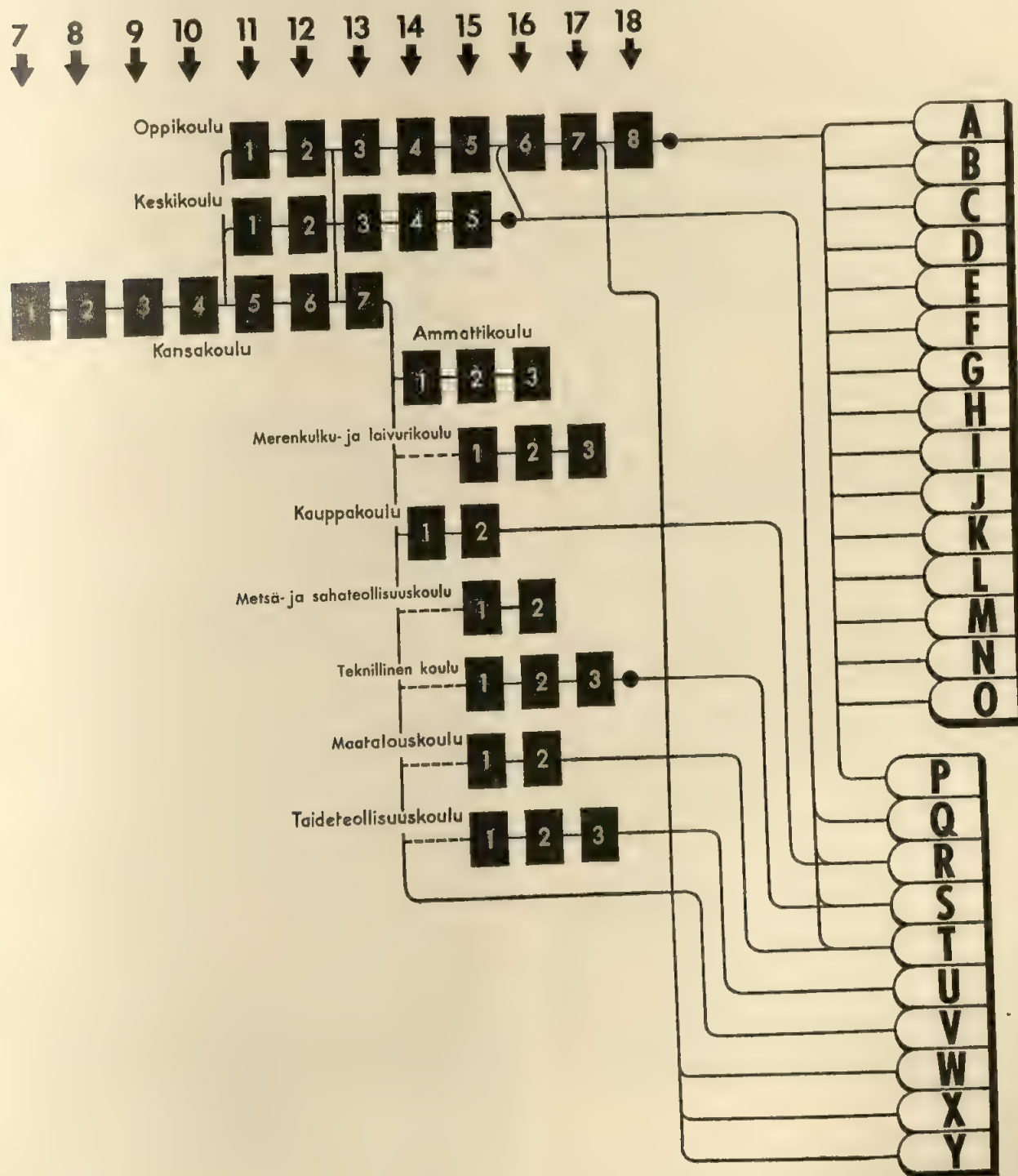
B. *Lainopillinen tiedekunta:* faculty of law.
 C. *Lääketieteellinen tiedekunta:* faculty of medicine.
 D. *Farmaseuttinen laitos:* institute of pharmacy.
 E. *Historiallis-kielitieteellinen tiedekunta:* faculty of history and philology.
 F. *Valtiotieteellinen tiedekunta:* faculty of political science.
 G. *Matemaattis-luonnontieteellinen tiedekunta:* faculty of physics and mathematics.
 H. *Maatalous-metsätieteellinen tiedekunta:* faculty of agriculture and forestry.
 I. *Voimistelulaitos:* institute of gymnastics.
 J. *Teknillinen korkeakoulu:* engineering and architecture (college of technology).
 K. *Eläin lääketieteellinen korkeakoulu:* veterinary science.

L. *Opettajakorkeakoulu:* education.
 M. *Kauppakorkeakoulu:* commerce.
 N. *Yhteiskunnallinen korkeakoulu:* social sciences.
 O. *Sibeliusakatemia:* Sibelius academy of music.

NON-DEGREE GRANTING COLLEGES AND SCHOOLS

P. *seminaari:* teacher-training college.
 Q. *sairaanhoitajakoulu:* college of nursing.
 R. *kauppaopisto:* commercial college.
 S. *teknillinenopisto:* technical college.
 T. *maatalousopisto:* agricultural college.
 U. *taideteollisuusopisto:* fine arts college.
 V. *kättilöoppisto:* vocational training school for midwives.
 W. *maasotakoulu:* military college.
 X. *merisotakoulu:* naval college.
 Y. *ilmasetakoulu:* air force college.

DIAGRAM



charge of the Building Board. Private schools may plan their school houses independently, but in regard to site and space they have to comply with regulations. The buildings are generally new; only in a few cases do they date from the last century. The old barrack-line type has been gradually abandoned. As the 1941 curricula made needlework and housecraft compulsory subjects for girls, attempts have been made to provide schools with the necessary rooms and canteens.

Schools establish libraries with works of reference, general information and literature for pupils. Moreover, schools have a stock of textbooks to be lent specially to poor pupils. In some older schools these libraries may contain some tens of thousands of volumes, but in many young schools they are still rather modest. The libraries of State schools are open also to the public.

Non-State institutions maintain their buildings and equipment by private means, but in many cases they may obtain State grants and public assistance.

ORGANIZATION

Most pupils, with very few exceptions, attend the folk school which is divided into three stages:

1. The actual folk school of seven years, divided into the lower and higher schools; the lower school has two and the higher school five forms, or the former may have three and the latter four forms.
2. Continuation classes—one year, exceptionally two years.
3. Further education—optional and without time limit.

The instruction in the continuation classes is practical without being actually vocational. In urban areas and densely populated districts continuation classes form a full day-school. In more thinly populated districts they may take the form of evening classes, but it is the policy to transform them everywhere into full day-schools.

On completion of the first two stages of the folk school, the pupil attains a school-leaving certificate which also attests to his having completed his compulsory school attendance.

The State secondary schools are of the following main types:

1. Based on completion of the fourth class of the folk school: classical secondary schools of eight years; secondary schools of eight years; mixed secondary schools of eight years; girls' secondary schools of nine years; intermediate schools of five years; girls' schools of six years.
2. Based on completion of the sixth class of the folk school: secondary schools of six years; mixed secondary schools of six years; girls' schools of four years.
3. Based on completion of the intermediate school or girls' school: girls' upper secondary schools of three years.

There are also a number of private secondary schools in Finland which in their structure largely conform to the corresponding State schools.

Role of Youth Groups

As a rule youth groups do not exist at the folk school level, although a pupil who has obtained the school-leaving certificate does not necessarily break off relations with the

school. The school places its library and reading room at the disposal of young people and continues their education by organizing courses, clubs, sports and festivals, etc. Special youth service organizers are sometimes employed for this work by the folk school.

The activity of various associations and clubs for pupils is also a permanent feature of the internal life of the secondary schools. The most important of these is the *gymnasium* or secondary school students' society (*Suomen Teini-liitto*) whose branches are federated in the Gymnasium Society Union of Finland which holds annual conferences and organizes study tours and competitions.

Most schools also have their temperance societies, the majority of whose members are drawn from the intermediate school. In many schools boys have their physical training association which provides extra facilities for games and sports. Club activities based on school subjects are also encouraged in many schools.

ADULT EDUCATION

Two different groups are clearly discernible: the forms of activity fixed by law, and those not fixed by law. To the former belong certain permanent institutions, to the latter the freer and therefore also more extensive activities.

Folk high schools are the oldest and in many respects the most significant of the permanent institutions of free folk education. The work in these is strictly concentrated, and the course lasts for half a year, except for short Christmas and Easter vacations. In addition to the principal courses many schools provide summer courses. The syllabus consists of a combination of subjects particularly suited to rural youth. Along with theoretical subjects the syllabus comprises a wide range of practical ones, of which some—for instance, agriculture and domestic economy—are to a certain extent treated as vocational. As folk high schools are boarding schools, the pedagogic aspect forms a very important factor in their work and gives them a different character from other folk education.

Since 1950 they have received a State grant covering 70 per cent of the annual expenses. The law defines in detail what kinds of institutions are to be regarded as folk high schools, and also regulates the conditions under which State grants are payable.

Working men's institutes are cultural centres for the working people in towns and industrial districts. The colleges provide evening studies for students who are employed in the daytime. The period of study lasts 26 weeks, sometimes even longer, but for reasons beyond the control of the students the course may turn out somewhat haphazard and ineffective. Unlike the folk high schools, the working men's institutes offer a range of courses from which students select a programme to meet their own wishes. An advantage of this kind of organization is the fact that students may carry on their studies for many years.

Since 1938 a Working Men's Institute Act has been in force, which guarantees to these colleges a State grant of 50 per cent of their annual expenses. The Act specifies

what kind of institutions are regarded as working men's institutes and under what conditions they are entitled to the State grant.

Most of the students, nearly 70 per cent, are manual workers. An overwhelming majority of students are adults, four-fifths being over 20 years. Settlement institutes form their own group. They are part of the Christian-social working centres which operate in some industrial centres. Their number at present is 18.

Study circles are the most important form of the free folk education not fixed by law. At present a State committee is considering the advisability of passing this form of folk education into the group of those fixed by law.

Study circles usually form a part of some educational organization. It is peculiar to them that they require close co-operation and spontaneous contribution from all members. That is why the number of members must not be too high, preferably not over 30, but on the other hand not below 10. Each circle has a leader, who has to see that all members fulfil their duties and do their share in the co-operative studying.

On account of the linguistic and social circumstances of the country the study circle activity is divided into different groups. Each of the four groups has an office of its own, where the work is conducted, but they are under the authority of the Folk Education Board of the State, to which they are accountable for their activity.

In 1952 there were altogether 2,027 State-aided study circles working in the way prescribed by law. Of these, 1,551 were circles run by the Finnish Lecture Bureau, 721 by the Workers' Educational Association, and 214 by the Swedish Lecture Bureau. At least 40,000 people studied at these circles.

The folk education organizations are the oldest forms of free educational work in Finland. Although they have lost much of their original importance, they still exercise great influence through their study circles and their versatile course activity.

The Association of Folk Education, which was founded in 1874 and once held a leading position in this field, has recently served to unite the diverging branches of the work of folk education. Organizations of folk education are the Workers' Educational Association (founded in 1919), which includes all the varied educational work dealing with workers, and the Union of the Youth of Finland (founded in 1897), which is the strong and many-sided central organization of an extensive youth service. It is hard to estimate the number of members, but in each union it amounts to hundreds of thousands.

An account of free folk education would not be complete if the share of the universities were excluded. The University of Helsinki, the Finnish University of Turku, and the Pedagogical High School of Jyväskylä bear witness to an activity that extends far outside the range of their own circles, in the first place through lecturers that are sent to colleges and courses of different organizations. A particular tribute is to be paid to the Social High School, which has a professorship in folk education and where examinations in folk education can be passed. A scheme has been worked out to delegate to this institution a part of the training of

teachers for folk high schools and working men's institutes, as well as supplementary courses for these institutions.

EDUCATION AND STATUS OF TEACHERS

Folk schools. Teachers are trained in a variety of institutions: three high schools (with a two-year course), three colleges based on the middle school (with a four-year course) and five colleges based on the folk school (with a five-year course). Of the last mentioned three are Finnish and two Swedish. There exists also a three-year college based on the middle school, which trains teachers for the lower folk school only.

A person who has obtained the certificate of a training institution for folk school teachers can, after two years' probationary service, receive a permanent appointment. During his probation, however, he has to pass an examination in folk school administration before the inspector, and in youth service before the leaders of summer courses organized by the School Board. No further education has yet been realized, although some proposals were made before the war.

At the present time of inflation teachers' salaries change so rapidly that it is of little use to mention them. Accordingly, only the principles will be given below.

Teachers of rural communities receive their wages partly in cash, partly in kind. A male teacher has an apartment of three rooms and a kitchen, bathroom, cellar, storehouse, cowshed, barn for fodder, and 1½ acres (1 hectare = 0.405 acre) of arable land, as well as sufficient pasture land for cows. A woman teacher has the same advantages in kind, except for the apartment which consists of only two rooms and a kitchen. The teacher of a lower school has one room and a kitchen and only about one-quarter of an acre of arable land. As mentioned above, the lower school teachers will gradually acquire the position of those of the higher school.

The salary in cash includes a basic salary, which is higher for the chief supporter of a family than for one without a family. There is also a so-called 'age addition', i.e., an increment of 5 per cent of the basic salary granted five times at intervals of three years. For each child under 17 years the teacher receives a fixed education contribution. Teaching periods in excess of 30 a week and youth work are the subject of overtime payment. Headmasters also receive a special payment.

A town school teacher receives his salary solely in cash, and according to the varying cost of living in the town his salary must exceed that of his rural colleague by 50, 56, or 62 per cent.

In case of illness, the teacher is granted his total salary for the period of one month. After that time a third of his basic salary will be withheld to pay a substitute, and after six months the fraction is one half. A woman teacher gets two months' leave of absence with full emoluments during pregnancy.

The pensions of folk school teachers are paid by the State, and they amount to about 60 per cent of the total salary. If the teacher retires on the grounds of illness, he receives a pension of as many twentieths as he has years of service.

If a folk school teacher's post is abolished, he is paid his full salary during the first year, and an amount equivalent to full pension in the following years. A post may be abolished only on account of a decrease in the number of pupils.

The position of a Finnish folk school teacher is comparatively well protected by law. As a document of appointment the teacher is given an official warrant, which means that he belongs to the category of the so-called irremovable officials. He can be removed only on the grounds of a substantiated crime; and only on the grounds of disablement can he be discharged from his office without his consent. On the abolition of his post he must be given another post without delay, and where such is not available, he receives full salary during the intervening period. The teacher's political views have no effect on his legal position, but in his instruction he must be impartial.

The strong legal position of Finnish folk school teachers, which originated in the time of Russian supremacy, forms the basis for the relatively great independence of the folk school. That is why political changes can have no important influence on the folk school.

Secondary schools. Teachers of theoretical subjects receive their fundamental theoretical training either at the Universities of Helsinki or Turku, or at Åbo Akademi (Swedish University at Turku); specialized teachers are trained as follows: physical training, at the Gymnastic Institute of the University of Helsinki; drawing, at the Central College of Industrial Arts in Helsinki; girls' needlework, at the Needlework College in Helsinki; housecraft, at the Pedagogic School of Domestic Economy in Helsinki; and singing, at the Sibelius Academy in Helsinki. There is no training college for teachers of boys' handicrafts, but special courses have been arranged at the Central College of Industrial Arts.

After receiving their theoretical training, future teachers have to practise in one of the three normal lyceums of the country (the Finnish Normal Lyceum, the Girls' Normal Lyceum, and the Swedish Normal Lyceum), all of which are situated in Helsinki. The time of practice for teachers of theoretical subjects is two terms, for those of non-theoretical subjects usually one term. During this time the future teacher has to listen to instruction in class for a fixed number of periods, to practise teaching to a certain extent, and to take part in general conferences and those relating to his subject. The direction of practice is entrusted to the professor of education at the university and to the headmaster of the normal lyceum. Each principal teacher is in charge of his subject. If there is no principal, the second teacher of the subject takes his place.

In order to gain full qualifications, the teacher has to pass an examination in pedagogy and legislation of secondary schools, and to give practical demonstrations at the

normal lyceum. The qualifications of secondary school teachers have been fixed by the Act of 20 August 1948.

The regular 'lectors' and teachers in State schools are nominated by the School Board on the basis of applications, but an applicant has a right to appeal at the State Council against the nomination. Headmasters are nominated by the School Board on the motion of the Parents' Committee, after the teaching staff have made their proposal to this committee.

The teachers of private schools are elected by the board of the school, and in certain cases applicants have a right to appeal to the School Board.

Basic salary scales are laid down for the various levels at which a teacher works and for the number of periods taught a week. These salaries are bound to the cost of living index. Teachers are also entitled to include in their number of teaching periods certain kinds of work performed outside the classroom, for example, correction of written exercises and in some cases preparation of tests to be performed in class. If the total number of teaching periods exceeds the minimum number due to the teacher, he receives an overtime payment. An increase of salary is awarded after 3, 6, 9, 12 and 15 years of service, and after serving 10 years as a regular principal teacher or lector, the teacher is passed over to the next class of remuneration. Teachers living in expensive districts get an additional payment.

In addition to a salary for their actual teaching work, the headmasters of secondary schools receive payment for their work as directors of the school and for the secretarial work this entails. Moreover, they have eight teaching periods less a week.

SCHOOL WELFARE SERVICES

The medical service for folk school pupils is organized as follows: in towns the town practitioner serves as school doctor, but in bigger cities there are special school doctors. In rural districts the community physician is responsible for medical attention to schoolchildren. To assist him there is a qualified nurse for every school.

An annual allowance is reserved for medical service in State secondary schools. The pupils of the I, V, and highest forms are examined during the year. Most private schools also have a school doctor, and the inspections are carried out on the whole according to the same principles as in State schools. In some cases part of the allowance is used for financing a dental service.

In recent years much attention has been paid to tuberculosis inspection and the use of the Calmette vaccination. Institutions of college and university levels follow the pattern set up for secondary schools.

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1. HIGHER EDUCATION 1951/52

Faculty	Number of faculties	Students enrolled	
		Total	F.
Total	36	14 854	...
Arts (history and philology)	3	2 586	...
Law	1	1 198	138
Medicine (including dentistry)	2	1 189	...
Natural sciences	3	1 449	...
Theology	2	326	...
Agriculture (including forestry)	1	755	254
Commerce	4	1 800	499
Education	1	300	194
Engineering (including archi-tecture)	9	2 201	179
Industrial chemistry	1	140	...
Physical education	1	147	71
Pharmacy	1	559	431
Economics	2	907	...
Social science	2	646	352
Teacher training	2	528	368
Veterinary science	1	123	10

Source. Suomi. Statistiska Centralbyrån, Helsinki.

2. PUBLIC EXPENDITURE ON EDUCATION, 1950
(in million markkas)

Item	Amount
Total	12 796
General administration, inspection, etc.	51
Pre-school education	263
Primary education	*7 967
Secondary education	
general	1 631
vocational	1 446
teacher training	169
Higher education	582
Post-school and adult education ¹	341
Special education	173
Other ²	173

Source. Suomi. Statistiska Centralbyrån, Helsinki.

Note. Official exchange rate: 100 markkas = 0.43 U.S. dollar.

1. Including folk high schools, the working men's institutes and study circles.
2. Including institutes of religious music, the academy of music, and nursing and midwifery training.

3. SUMMARY OF SCHOOL STATISTICS 1951/52

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
<i>Urban public education</i>					
Primary schools	2 673	2 813	2 042	77 938	41 512
Continuation classes	1 282	417	192	7 327	
Auxiliary schools	1 172	131	...	1 585	
<i>Rural public education</i>					
Lower primary schools	6 060	3 257	3 242	133 255	196 100
Upper primary schools	6 009	11 481	7 500	230 185	
Continuation schools	4 029			43 810	
Practice schools	9	71	...	1 565	...
Private preparatory schools	14	73	61	1 167	619
Secondary					
<i>General education</i>					
Intermediate public schools	22	399	276	6 423	5 408
Intermediate private schools	128	1 227	670	17 699	10 596
Secondary schools, public	82	1 937	1 062	36 251	18 026
Secondary schools, private	110	2 090	1 225	37 543	22 547
<i>Teacher training</i>					
Higher training colleges	3	129	51	1 983	702
Training colleges					
for upper primary teachers	10	137	...	1 925	933
for lower primary teachers	1	8	...	98	98
Training colleges for kindergarten teachers	...	30	30	106	106
<i>Vocational</i>					
Commercial schools ⁴	57	439	...	4 651	...
Navigation schools	4	33	...	203	...
Technical schools ⁵	95	932	...	10 143	...
Industrial schools ⁶	140	626	...	6 324	...
Agricultural schools ⁷	110	670	...	3 921	...
Home economics schools	63	255	...	2 590	...
Schools of nursing ⁸	13	77	...	9 937	9 937
Higher					
Institutes of education	3	80	...	19 797	562
Higher schools for social studies	2	60	...	19 646	352
Universities	2	649	...	9 921	4 435
Polytechnical school	1	328	...	2 201	179
Academies of commerce	4	97	...	1 800	499
Veterinary school	1	20	...	123	10
Special					
Schools for delinquents	5	24	...	164	...
Schools for the deaf-and-dumb, the blind and the mentally deficient	10	144	102	867	403
Others					
Conservatories of drama	2	28	...	38	18
Academy of music and institutes of religious music	3	108	...	633	265
Folk high schools	89	872	441	4 330	3 090
Working men's institutes	96	133	14	42 416	27 926

Source. Suomi. Statistiska Centralbyrån. *Statistisk årsbok för Finland/Annuaire statistique de Finlande*, 1952. Helsinki, 1953.

1. Number of classes in schools.
2. Excluding 58 assistants (40 women).
3. Excluding 3,248 auxiliaries.
4. Including schools for clerks and commercial secondary schools.
5. Including preparatory schools, central, special, vocational and handicrafts schools.
6. Including schools of home industries, and industrial secondary schools.
7. Including schools of dairying, herding, forestry and horticulture.
8. Including the central school of health workers and the school of midwifery.
9. Diplomas awarded.
10. Students during spring semester.

Total population (estimate as at 1 January 1953): 42,733,000.
 Total area: 551,000 square kilometres; 213,000 square miles.
 Population density: 77.5 per square kilometre; 200 per square mile.
 Population within compulsory school age limits (estimate as at 1 January 1953): 4,324,000.
 Enrolment of girls as percentage of total: 50 per cent in public and private primary schools.
 Pupil-teacher ratio: 45 in public primary schools.
 Illiteracy rate (1946 general census): 3 per cent of population 10 years of age and over.

The educational system of France comprises both public schools, run by the State, and private or independent schools, belonging to private persons or groups, or to religious bodies. Although most of the public schools are under the control of the Ministry of National Education, some of them come under other ministries. This is true of agricultural schools, the State higher professional schools (for engineers, officers, etc.), special schools for the disabled, rehabilitation schools, the school system of the overseas territories and French educational institutions in foreign countries.

The schools coming under the Ministry of National Education are divided into 'educational ladders' (*ordres d'enseignement*); although substantial progress has been made in this connexion during the past two decades, this classification is still far from being co-ordinated so as to show a clearly defined educational pattern.

The present structure reflects historical evolution. The medieval university with its colleges gave rise to higher and secondary schools. Primary education grew out of the ideal, dear to the revolutionary law-makers, that education is a State function and that 'public instruction be common for all citizens, free . . . and divided into three progressive stages'. This aim was achieved by Napoleon I, but during the nineteenth century each of the three stages tended to develop in isolation. The result was a set of superimposed systems, catering for different social classes. The tendency at present is to return to the original idea of progressive stages, but no comprehensive law has yet been passed to bring about the rational grouping of the stages, of the specialized schools and of the institutions that remain outside the system.

ADMINISTRATION

Public education in France is centralized and falls under the Ministry of National Education. Each branch of education is administered by a directorate of its own, which supervises teaching, staff and equipment.

For school administration, France (including the *départements* of Algeria) is divided into 17 regions or *académies*.

Public expenditure on education (1953 general budget of the Ministry of Education): 236,021,389,000 francs.

Official exchange rate: 100 francs = 0.2857 U.S. dollar.

Revised by the National Commission for Education, Science and Culture (Unesco), Paris, in March 1953.

Each is in charge of a rector, who represents the Minister and acts on behalf of all the directorates of the Ministry.

At the level of the county or *département*, the rector and the Minister are represented by an inspector of the *académie* in the local capital; he has the function of county director of education. Curricula and the recruitment and training of teachers are uniform for the country as a whole. The State alone has the right to grant certificates and degrees, even for pupils in private schools.

This strong centralization is, however, modified at every level—Ministry, *académie*, *département*—by the action of bodies some of whose members are elected: councils, committees and commissions which are consulted by the Minister or his representatives before any important decision is taken. At the apex, mention should be made of the Higher Council for National Education and the councils for teaching (*conseils d'enseignement*), which advise on major educational questions; and the technical and administrative joint committees, which study the status of teachers and protect their professional interests. (The Higher Council is also apprised of errors made by teachers, and gives a final verdict.) Lastly, it may be noted that the directors within the Ministry are usually chosen from senior officials coming from university rather than from administrative ranks.

The inspectorate is a body of senior officials, the inspectors-general of national education. They visit schools and educational services, report on the staff, and submit their findings to the directors and the Minister. They also have to work out curricula and recommend the most suitable teaching methods for them. These inspectors-general are grouped according to the *ordres* or systems they supervise, and each of them specializes within the group.

Finance

Schooling being compulsory from 6 to 14 years of age, education in the State primary schools has to be free. Free education has also been extended to the secondary and technical schools and secondary agricultural schools. Students enrolled for higher and art education pay small fees. All staff, both administrative and teaching, is paid by the State;

and the State bears the cost of operating a small, but only a small, number of educational establishments (universities, *lycées*, and State vocational schools); the municipalities and *départements* are responsible for other schools, more particularly the primary schools. But the State makes substantial grants for the building and upkeep of local schools. The cost of the public educational system is thus fairly largely borne by the national education budget. In 1950 this budget for education amounted to 132,161,581,000 francs, of which 69,277,217,000 were for primary, 21,052,025,000 for secondary education and 19,224,859,000 for technical education and apprenticeship.

ORGANIZATION

Pre-school and Primary Education

Primary education (*enseignement du premier degré*) is taken to include also pre-school education. It is still regulated in the main by the laws of 1881, 1882 and 1889, amended by the law of 1936 which raised the school-leaving age from 13 to 14 years.

Pre-school education is provided by independent nursery schools and by infant classes attached to primary schools, which take children from 2 to 6 years of age. Attendance is optional. These institutions—the first was founded in the eighteenth century—have often been in the vanguard of educational reform. Generally speaking, they are inspired by the work of Montessori and Decroly, and their premises and equipment are designed to train the child's first faculties,

develop his powers of observation, and let him live in a family atmosphere where he will become accustomed to order and discipline. Attendance has increased considerably since the liberation, and the schools are performing a social service in that they help to shape children's health habits and social behaviour and allow of medical and dietetic supervision. The third class of the nursery school introduces elementary learning of reading, writing and arithmetic.

Elementary primary schools provide education that is compulsory by law—hence they are free, lay and neutral. This education, defined in a series of ministerial instructions down to 1945, is an attempt to combine practical and liberal objectives. Although primary education is now integrated at its level with the rest of the educational structure, it still shows signs of being a complete system on its own. The subdivisions are: a preparatory section (6 to 7 years of age), an elementary course (from 7 to 9 years), a middle course (from 9 to 11 years) a higher course (from 11 to 12 years) and a school-leaving course (from 12 to 14 years). The studies comprise 30 classroom hours per week and lead to the primary school certificate, taken at 14. An entrance examination, taken at the age of 11 or 12 years, allows pupils who wish to do so to pass to the first grade of a secondary school or to complementary classes.

The elementary classes of the *lycées*, formerly fee-charging and separate in curriculum, are now identical with other primary classes, both in their curricula and in the recruitment of teachers.

Complementary schools (*cours complémentaires*) attached to the primary schools provide a short modern course of

GLOSSARY

NOTE. For the secondary schools (*lycées* and *collèges*) the numbering of the classes follows the traditional French system, beginning at the eleventh class and going up to the first, which is followed by a terminal class, shown as T, in which the pupil prepares for the second part of the *baccalauréat* (university entrance).

centre d'apprentissage: vocational training school for apprentices.

classes préparatoires aux grandes écoles: post-secondary classes attached to certain *lycées* and *collèges* for students preparing for the competitive entrance examinations to the *grandes écoles*, institutions of higher education attached to various ministries and training personnel for the most responsible posts in the administration.

classes primaires: primary classes in a *lycée* or *collège*.

collège: general secondary school, sometimes with primary classes attached, administered by local authority and variously organized to provide classical courses (*enseignement classique*) or modern (*enseignement moderne*) or both.

collège technique: vocational secondary school.

cours complémentaires: general secondary course provided at certain primary schools and corresponding to the lower cycle (first four years) of the *collège moderne*.

école d'enseignement moyen agricole: vocational secondary school of agriculture.

école maternelle: pre-primary school.

école municipale de beaux-arts (... de musique): municipal vocational training school of fine arts or music.

école nationale de beaux-arts (... de musique): State vocational training school of fine arts or music.

école normale: teacher-training college (separate institutions for men and women).

école primaire élémentaire: complete primary school covering the period of compulsory education.

enseignement classique: see *collèges* and *lycées*.

enseignement moderne: see *collèges* and *lycées*.

enseignement moderne court: see *collèges*.
lycée: State general secondary school with primary classes attached and offering a classical course (*enseignement classique*) or a modern course (*enseignement moderne*) or both.

HIGHER EDUCATION

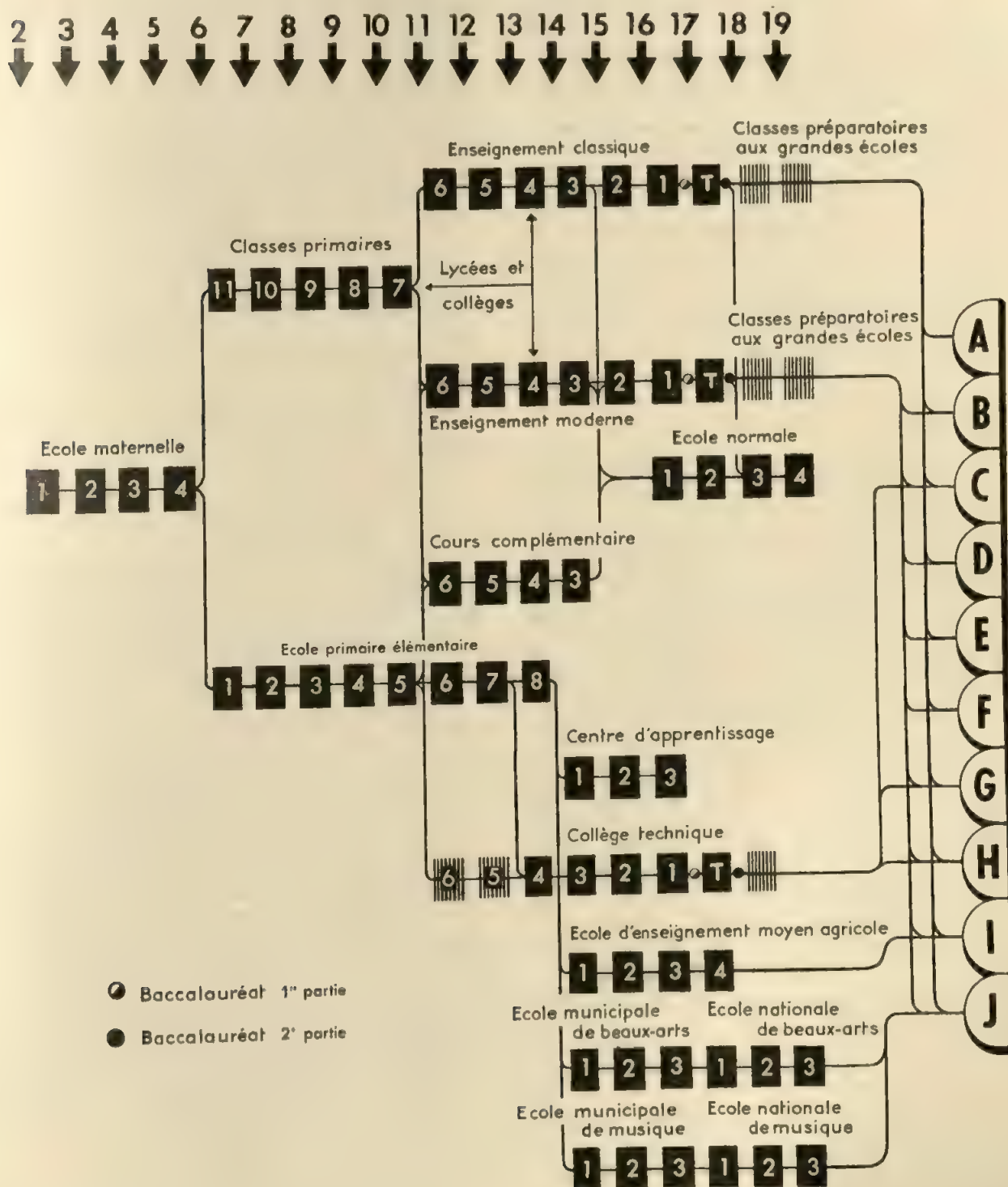
- A. *Études juridiques*: law.
- B. *Études littéraires*: arts and letters.
- C. *École normale supérieure*: institute of education.
- D. *Études médicales*: medicine and dentistry.
- E. *Études de pharmacie*: pharmacy.
- F. *Écoles militaires*: Army, Navy and Air Force colleges.
- G. *Études scientifiques*: science.
- H. *Grandes écoles scientifiques et techniques—écoles d'ingénieurs*: technical and engineering colleges.
- I. *Grandes écoles agricoles ou vétérinaires*: agricultural and veterinary colleges.
- J. *Grandes écoles artistiques*: college of fine arts and music.

EXAMINATIONS

Baccalauréat 1^{re} partie: university entrance examination part I.

Baccalauréat 2^e partie: university entrance examination part II.

DIAGRAM



four years' duration. In rural areas they are theoretically set up in the chief town of the canton; a large number exist also in the big cities. The schools comprise four classes, termed 6th, 5th, 4th and 3rd as in the *lycées*, and their programmes are similar to those of equivalent classes in modern courses. The weekly timetable contains 27 classroom hours. Pupils are admitted by entrance examination and take a terminal examination, either an elementary certificate (*brevet élémentaire*) or a lower secondary certificate (*brevet d'études du premier cycle du second degré*). Some of them pass on to secondary schools, where they are accepted in the second class (i.e. fifth grade), or take the entrance examination for teacher-training schools. Certain complementary schools have developed vocational sections (technical, commercial, home economics, agricultural) alongside their general education. These institutions thus vary greatly in scope and size. In the past their technical equipment has not always been adequate but the position is improving and the educational value of the teaching, which is often very flexible in method, is substantial. The contribution of these schools to the national life is considerable.

Secondary Education

The secondary schools comprise the State *lycées* (numbering 238) and the municipal *collèges* (numbering 659—294 classical and 365 modern). The distinction between them is based on administrative, not educational, considerations. Some modern *collèges* have classical sections, and classical *collèges* provide modern courses. Although certain modern *collèges* still have only the four classes of the first cycle, the general pattern is a seven-year course (from 11 to 18 years of age). Classes are numbered progressively from 6th to 1st, with a terminal year (mathematics, science or philosophy); they fall into two cycles—the first, or cycle of general education and direction-finding (6th class to 3rd),¹ and the second, or cycle of specialization (2nd, 1st and terminal classes). The first differentiation occurs in the 4th (beginning of Greek, of a second modern language or of physical science). In the 2nd the classes are planned with a view to the *baccalauréat* examination, the first part of which is prepared in the various sections of the 1st: A (Latin, Greek, one modern language or mathematics); B (Latin, two modern languages or one modern language and mathematics); C (Latin, mathematics, one modern language or physics); Modern (one modern language, physics, mathematics); Technical (physics, mathematics, draughtsmanship), with a programme of French, history and geography common to all sections. By a decree of 13 October 1951, some secondary schools opened, as an experimental measure for the academic year 1951/52, four new sections of the 2nd form; these sections are termed A' (A section with the mathematics and physics timetable of the C section), C' (C section with natural science), M' (modern section with natural science instead of a modern language) and M'' (economics and social science). The terminal class preparing for the second part of the *baccalauréat*, is divided into philosophy, experimental sciences, mathematics, and mathe-

matics and technology. The feature common to all sections of this class, and one typical of all French education, is the philosophical bias, the aim of helping pupils to take an overall view of the knowledge they have gained so far. Indeed, the intention of the whole secondary system—defined by ministerial instructions of 1938—is not so much to pass on factual information as to train personality and to develop a scientific and critical turn of mind. The *baccalauréat*, which caps secondary school studies, is also the first university degree and gives access to higher education. A special feature of French secondary education is the existence of preparatory classes for the *grandes écoles* (upper first, special mathematics, etc.)

Experimental classes with limited enrolment, termed 'new classes' and using active methods, are to be found from the 6th to the 3rd; both pupils and teachers are volunteers. A second educational experiment was launched at the beginning of the 1952/53 academic year, when 'pilot classes' were opened in a number of schools. These classes encourage pupil participation and develop a sense of responsibility, while emphasizing individual growth (including a skill in inventiveness) and group feeling. Results so far achieved have been encouraging.

Higher Education

Governed mainly by the laws of 1893 and 1896, higher education comprises several types of institution.

The universities. Each of the 17 *académies* has a university with faculties of arts, science and, as a rule, law. Ten of the 17 universities also have separate or combined faculties of medicine and pharmacy. In addition, the University of Strasbourg contains two faculties of theology (Catholic and Protestant). The teaching in all faculties consists of courses, lectures and practical work. Before they can begin a course, students have to comply with the formalities of 'immatriculation', which requires no academic certificate, and of enrolment, or the right to take examinations, which requires the *baccalauréat* or its equivalent.

In the faculties of arts and science the examinations taken and degrees conferred are the *licence* (two or three years of study), the *diplôme d'études supérieures* (one year after the *licence*) and the *doctorat d'État* (after several years of research leading to two theses). The scaling of degrees is slightly different in law faculties and considerably so in medicine and pharmacy. University degrees and doctorates are conferred on foreign students. Finally, the faculties of arts and science prepare students for the different *agrégations* (competitive examinations) in arts and science which confer the right to teach in secondary schools. The law faculties prepare for the *agrégations* in law and economics required of lecturers in these subjects.

Each faculty is headed by a dean assisted by a faculty council. The University Council, presided over by the rector, consists of the deans of the several faculties. Though part of the centralized structure of French education, the faculties enjoy relative autonomy.

The State higher professional schools (grandes écoles). These are State institutions set up by various ministries to provide a particular training for students. They are designed to

1. A *brevet d'études du premier cycle* may be taken at the end of the 3rd class.

furnish the senior staff needed for administration, education, the army, technical services, etc. Entrance is by competitive examination and is rendered difficult by the high standard expected and the small percentage of passes granted. Some of these institutions come under the Ministry of National Education—the École Normale Supérieure, the Sèvres, St. Cloud and Fontenay-aux-Roses *écoles normales supérieures*, the *écoles normales supérieures de l'enseignement technique*, the École Nationale des Chartes, the École Centrale, and so on; others, like the École Nationale d'Administration, the École Nationale de la France d'Outre-mer, the École Polytechnique and various military colleges, are run by other ministries. At the end of the course, students take an examination open to outside candidates, an internal examination, or an examination within the university framework, all examinations being competitive; as a rule, the school grants a special diploma.

The higher research institutions (*grands établissements d'enseignement supérieur*). These are open to specialized students and research workers who are usually exempt from the normal entrance examinations. They are the Collège de France, the National Museum of Natural History, the Paris Observatory, the National School of Modern Oriental Languages, etc.

Art Education

Teaching of the fine arts (visual arts). There are three levels in the teaching of the fine arts: elementary, secondary and higher.

Elementary art instruction is provided in the drawing courses (mostly municipal), numbering about 300. Secondary art instruction is provided in the provinces by the national art schools and the leading municipal schools. There are national schools for both fine arts and decorative arts at Dijon, Nancy, Bourges, Limoges, Nice and Aubusson; they teach drawing, painting, sculpture, elementary architecture, and decoration. Most of them also provide specialized instruction to meet the needs of the local art industries, as, for instance, in cabinet-making, wrought-iron work, and printing on fabrics (at Nancy) and ceramics (at Limoges).

There are 90 municipal art schools, providing tuition in every respect comparable with that of the departmental national schools. The leading schools of this type are in Abbeville, Amiens, Angers, Clermont-Ferrand, Lyons, Toulouse, Grenoble, Lille, Montpellier, Nantes, Orléans, Reims, Rennes, Rouen, Saint-Étienne, Tourcoing, Tours and Valenciennes.

Paris has two large national schools for higher art education: the National Higher School of Fine Arts, and the National Higher School of Decorative Arts.

The aim of the National Higher School of Decorative Arts, which was reorganized in 1946, is to train culturally well-equipped model-makers and specialists in applied decorative art for all branches of art industry.

The National Higher School of Fine Arts teaches drawing, painting, sculpture, architecture, dry-point engraving, engraving of medals and precious stones, etching, wood-engraving and lithography. It is divided into three main sections—painting, sculpture and architecture. Stu-

dents attend lectures and do practical work. A studio for 'monumental art' has just been set up alongside the studios for painting, sculpture, architecture and engraving. The architecture section confers a State diploma in architecture, and has a number of branch schools in the provinces at Lyons, Marseilles, Rouen, Toulouse, Bordeaux, Rennes, Lille, Grenoble, Nantes, Strasbourg and Nancy.

Teaching of music and dramatic art. State education in music is provided: (a) in Paris, by the National Conservatory of Music, an institution under direct State control. Entrance is by competitive examination; students receive free tuition, and may be awarded prizes and certificates of merit; (b) in the *départements*, by 47 national schools of music, which are nationalized municipal establishments; they are thus subjected to State control, on terms laid down in an agreement between the State and the town in question. A full course of musical tuition, including the elementary level, is provided in these schools.

Dramatic art is taught: (a) in Paris, by the National Conservatory of Dramatic Art, which has the same status as the Conservatory of Music; (b) in the *départements*, by courses organized in the national schools of music and in the Centre Dramatique de l'Est.

Dancing is taught at the National Conservatory of Music and also in a few national departmental schools.

Scientific research. The National Centre for Scientific Research (CNRS) has a body of research workers not on the staff of universities, to carry out a number of research projects requiring highly specialized knowledge. Its staff is recruited from a wide range of applicants, on the recommendation of a board, and those accepted are able to work full-time, with adequate equipment and laboratories. Research is conducted in all branches of science, and the results are published.

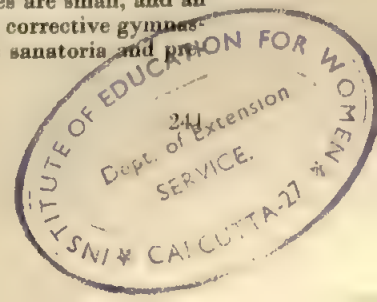
Teacher Training

The primary teacher-training schools (*écoles normales*) were closed during the occupation, but reopened at the liberation. As a rule, students spend two years in preparing for the *baccalauréat* and two further years in professional training, supplemented by general subjects of practical use, such as child psychology, teaching methods and one month's practice teaching each term. A number of students who have already obtained the *baccalauréat* enter the schools by way of competitive examination. At the conclusion of the course, a teacher certificate (*certificat de fins d'études normales*) is taken, which replaces the *certificat d'aptitude pédagogique*.

The schools' staff are expected to have the same qualifications as teachers in *lycées* and *collèges*.

Special Education

Open air schools are set up in the countryside for sickly children who are free of infectious disease. The teachers are qualified by a special certificate. Classes are small, and an important place is given to medical and corrective gymnastics. Similar schools exist in children's sanatoria and convalescentia.



Schools for backward or abnormal children (*écoles de perfectionnement*) have been established by the primary education directorate, for crippled, backward or abnormal children (about 6 per cent of the primary school enrolment). Some independent schools have boarding establishments. A medical commission selects children for placement in the classes. Teachers are specially qualified; and no class may contain more than 15 children. Manual work and domestic tasks occupy a large place in the teaching, which is directed towards developing each pupil's abilities to the full. There are vocational training schools for young delinquents.

Vocational Education

Though instituted at an early date (the Conservatory of Arts and Crafts was founded in 1794, the Central School of Arts and Manufactures in 1829, the first national vocational schools in 1881 and 1882), vocational education has developed mainly in the last quarter-century, and was not given a legal basis until a law of 1919. With the general purpose of serving the needs of commerce and industry, vocational education is one of the branches of national education, and thus falls under rectors and *académie* inspectors, aided by technical inspectors. Vocational guidance services also fall within its scope; a guidance centre is supposed to be maintained in each *département*.

Vocational education has three objectives:

1. Training of qualified workers for industry and commerce. This is provided by:
 - (a) Apprenticeship centres, the first of which were set up in 1939; pupils of both sexes enter at the age of 14, on leaving primary school. Tuition is free and maintenance bursaries are provided. Courses are of three years' duration and vocational training proper is supplemented by general education. Practical instruction in the workshops makes up the main part of the curriculum, but an effort is made to call forth intelligence rather than automatic responses.
 - (b) Vocational courses organized by municipalities or private bodies.
 - (c) Vocational training sections in private firms.
 - (d) Vocational training schools (*écoles de perfectionnement*) in Alsace, which are governed by legislation different from that for the rest of France.

These studies lead to a certificate of proficiency.

2. Training of middle ranks of industry and commerce (those exercising supervisory functions).
 - (a) Technical *collèges* take pupils at the age of 14 who wish to qualify as foremen or senior clerical workers. Some of the pupils go on to the national schools of engineering or take the technical *baccalauréat*. The commercial sections train qualified personnel for commerce, and girls are given instruction in home economics, dressmaking and millinery. Teaching is divided between the workshop or office and the classroom.
 - (b) Technical streams exist in the *lycées* or modern *collèges*, and vocational sections in the complementary schools.
 - (c) Craft schools, comparable to technical *collèges*, are often set up by trade organizations. They are run with the assistance and under the supervision of the State.

- (d) The vocational schools of the City of Paris. Entry is by competitive examination. These technical colleges have a very high standard and are in fact schools of applied arts (related to books, furniture, general and precision machines, wrought-iron work, dressmaking and millinery, etc.).

- (e) National vocational schools provide a course terminated by a certificate (*brevet*); they prepare pupils for the national schools of engineering and the technical *baccalauréat*.

Studies for the middle ranks of industry and commerce normally lead to the vocational, industrial, commercial, hotel-keeping or staff relations certificate (*brevet*).

3. Training of higher ranks. This education is provided:

- (a) In commerce, by the School of High Commercial Studies, the higher commercial schools and the School of Advanced Commercial Teaching for girls.
- (b) In engineering, by the national schools of engineering.
- (c) By the National Conservatory of Arts and Crafts, which with its specialized institutes provides higher education in the applied sciences.
- (d) By the technical institutes attached to a university or faculty. The staff of technical schools and colleges and of the national vocational schools is trained in the Senior Technical Teacher Training School, the national teacher-training schools for apprentices and the National Institute for Labour and Vocational Guidance.

The pattern of technical education is thus as complex and fortuitous as the needs which have shaped it; at present an attempt at co-ordination is being made by the setting up of an inter-ministerial committee.

Agricultural Education

Extension work is designed to complete the vocational and general education of young people leaving the primary school, and it is suited to local living conditions and seasonal needs. Several types of programme are found. Continuation courses in agriculture and home economics are obligatory for boys and girls between 14 and 17 years of age who aim to farm and do not wish to continue their general studies beyond the primary school stage. Seasonal schools of agriculture, fixed or mobile, provide general and agricultural education for farmers. Rural home economics schools for girls give courses lasting from four to nine months to help pupils carry out their household and farming tasks. An apprenticeship training is provided by the centres of agricultural apprenticeship, which are designed especially for young people in urban areas.

Middle level education. Thorough vocational education is given by the practical and the specialized schools of agriculture for boys from 14 to 18 years of age who come from primary or lower secondary schools.

The regional agricultural schools have a technical and general course to the level of the first part of the *baccalauréat*.

Higher education in agriculture. The National Agronomic Institute recruits students by a competitive examination which requires two years of preparation after the *bacca-*

lauréat. Courses last for three years, two of which are spent in one of the practical schools (national schools of forestry, rural engineering, horse-breeding, and the Higher National School for Applied Tropical Agriculture) and one year at the institute itself; on completing the course students receive the diploma of agronomic engineer.

The four national schools of agriculture recruit students by competitive examination after the *baccalauréat*. They provide a course that is largely practical and experimental, and confer the diploma of agricultural engineer.

The National School of Agricultural Industries trains technicians for food and farm processing industries.

National veterinary schools train veterinary doctors.

ADULT EDUCATION

There are far fewer evening courses for adults now than during the period 1890-1900; the main reasons being the extension of education, the dislike shown by young people for meetings that are too distinctly academic, and the growth of broadcasting. Although the State does not undertake education in this field, it has set up a number of centres for popular education which are placed at the disposal of private associations. The most important of these bodies, the French League for Education (La Ligue Française de l'Enseignement), works in collaboration with the Ministry of National Education. However, the State school remains the cultural centre in most of the French countryside and in many small towns; the teacher is often the moving spirit in the organization of courses and a variety of activities. Young people in rural areas are glad to return to the school for courses in drawing and dressmaking, for cinema shows and lectures. Lastly, education in agriculture and home economics, especially through travelling schools, has developed considerably.

PRIVATE SCHOOLS

The State does not have a monopoly of schooling. Besides the schools set up and paid for by the State, the *départements* and the municipalities, there exist private schools set up and maintained by private persons, associations, religious bodies, trade unions, etc.

The right of private persons or bodies to open schools of various levels is recognized by the laws of 1850 (secondary schools), 1875 (higher), 1886 (primary) and 1919 (technical).

While the law recognizes this freedom, it nevertheless reserves a measure of control for the State, which has no right to interfere with teaching methods, but merely ensures that instruction is not contrary to law and morality and that it is given under healthy conditions. The State makes no demands as to the qualifications of teachers in higher education; in the secondary schools, the principals must have a *baccalauréat* and five years' practical experience in State or private schools, but no regulation is made for the teachers; in technical and primary schools, diplomas or *brevets* are required of principals and teachers. Certificates granted by private schools usually have no official standing, and the need for preparing their pupils for State examinations thus leads these schools to align their curricula with those of State schools.

Some 1,800 secondary schools are private; in higher education there are five Catholic and three Protestant faculties, as well as a number of specialized institutions such as the School of Public Works. Finally, a considerable portion of art education is of a private nature.

SCHOOL BUILDINGS AND SUPPLIES

Since the building, upkeep and equipping of primary schools is a municipal responsibility, there are great differences in the standards achieved. Except for a few of the *lycées*, most secondary school buildings belong to the cities or, in rare cases, to the *départements* which are responsible for their upkeep. The State subsidizes repairs and new buildings. The *lycées* differ from *collèges* in having their own budgets, drawn from fees, by which they finance upkeep. The growth of the secondary school population since 1939—at which time buildings were already inadequate in number and quality—has combined, with war damage and building restrictions, to produce a very serious problem.

EDUCATION AND STATUS OF TEACHERS

The teaching body comprises some 200,000 members at various levels: 160,000 primary school teachers (*instituteurs, institutrices*); 20,000 secondary school teachers with qualifying certificate or *agrégation* (about one-quarter are *agrégés*), helped by 5,000 assistant teachers and supervisors; 6,000 technical school teachers and assistants; 3,000 professors, lecturers and assistants for the faculties and institutes of higher education. To these figures should be added the staff of the State higher professional schools and the institutions for art and agricultural education.

Teachers enjoy the same security and system of retirement as civil servants. Promotion is partly dependent on the individual, in terms of the reports made on him by the inspector-general, the *académie* inspector and the headmaster; but it is determined more by length of service, and this gives it, especially in the primary and secondary schools, a certain automatic quality. The Higher Council for National Education is a final disciplinary court of appeal for teachers threatened with serious penalties; and the administrative joint commissions, on which teachers are represented, have the function of proposing to the Minister all administrative decisions regarding individual teachers (appointment, transfer, promotion and penalties). This system gives teachers a genuine independence which is reflected in their teaching.

Primary school teachers are recruited within the framework of the *département* and appointed by the rector of the *académie*. They must hold the higher *brevet* or the *baccalauréat* and the certificate of aptitude for teaching. With the exception of some assistant teachers, they are graduates of the primary teacher-training schools. A number of the women teachers specialize for work in nursery schools.

Secondary school teachers must hold at least the so-called *licence d'enseignement*, and those classed as *professeurs* must also have passed the competitive qualifying examination for secondary school teaching (they are then *professeurs certifiés*) or one of the 19 competitive *agrégation* examinations set up for the recruiting of *lycée* specialists.

Specialization is basic to the recruitment of secondary school teachers.

In universities, instruction is given by full professors, lecturers and *agrégés*. They are helped by a variety of assistants and laboratory staff. Universities also make use of *chargés d'enseignement*. Recruitment for the staff of the State higher professional schools is from various sources.

The Senior Technical Teacher Training School trains men and women teachers for technical colleges and vocational schools.

The National School for Education in Rural Home Economics trains staff for agricultural schools.

SCHOOL WELFARE SERVICES

School health. Since the liberation, medical inspection of primary schools has been completely reorganized. Each new pupil is given a thorough examination by members of the staff of school doctors and assistants, and a personal health record is maintained throughout his schooling. School canteens serve meals to pupils who are unable to return home at meal-times. In secondary schools, the pupils are examined quarterly, with weight and skin tests. Families are warned of any case that needs special attention. At all educational levels, pupils, students and teachers undergo systematic X-ray examination for tuberculosis.

Physical education. This is compulsory for all pupils of both sexes, to the extent of two-and-a-half hours per week in primary schools, and two hours of physical training and games with a further three hours in the open air for secondary schools.

In primary schools instruction is given by teachers who have studied sports at the teacher-training school and have completed a training course. The secondary schools use specialized staff.

All candidates for the primary school-leaving certificate must take the tests for the school sports *brevet*. In 1949, 400,000 pupils took part.

Optional examinations in physical education form part of the *baccalauréat* and provide bonus credits in the oral examination.

Physical education teachers (*professeurs*) are trained in the two senior training schools for physical education (men and women), where the course lasts three years. Assistants receive a one-year course in training schools for physical education. Preparatory courses for these training schools are given by regional centres, which also train coaches and other staff for sports clubs.

Role of youth movements. Since these movements are founded spontaneously by groups of young people for the practice of artistic, sporting or intellectual activities, or for the pursuit of education in some particular ideal, they have so varied a pattern that State intervention can be no more than accessory. As a general rule, members are free to join or leave the movements, in which they take an active part.

The State and local authorities adopt the policy of respecting the philosophic, political or religious freedom of these movements, but may grant assistance in the shape

of premises and equipment, reductions for transport and subsidies towards the training of leaders—one of the major problems that the movements face.

The Directorate-General for Youth and Sports, and the inspectors for youth and sport on the staffs of rectors and *académie* inspectorates, are responsible for studying the form of State aid. Rural centres, youth movements, church clubs, holiday camps, sporting or artistic associations (such as *jeunesses musicales*) and the scouts play a considerable role in education. They add to formal schooling an element of group life which removes the individual from the familiar daily round and enables him to carry on interesting activities of his own choice.

RECENT TRENDS

The problem that now confronts French education is to give fresh vigour to an old system so as to bring it into line with modern conditions. After the first world war a movement in this direction developed and led to the Jean Zay scheme of reform (1937). Following the liberation, a ministerial commission, headed first by Paul Langevin and then by Henri Wallon, took up the work which the second world war had not completely interrupted.

The reforming trend derives from an urge to harmonize the different levels of education by removing 'vertical' distinctions; this will make it possible to combine all levels into a single system open to all but varied to suit different needs.

Specialization in terms of pupils' aptitudes and tastes should provide each with an education designed to develop his personality. At the same time the selection of pupils according to their social class is eliminated, and all occupations and professions are given equal standing. The cycles of direction finding (*orientation*) and specialization (*détermination*) should enable pupils to make their way both at school and in the career for which they are best fitted.

The reorganization of higher education meets similar needs. It is felt important to differentiate professional training from training for research purposes and the imparting of general culture. A first step has been taken with the setting up of the *année propédeutique*, which places the student in touch with the facts of his chosen profession for a year before he enters the university. A number of tasks still remain: to regroup and co-ordinate university studies, both theoretical and technical; to organize—or grant autonomy to—certain fields of study, such as the sciences of economics and education, which are not yet systematized to meet modern needs; and to define the specialized relationship of the *grandes écoles* to the universities.

Now that the methodological basis has been worked out, the main condition for educational reform is an adequate budget. Raising the school-leaving age to 18 years—recommended in the Langevin plan—and the extension of activity methods, resulting in increased classes, both raise the issues of school buildings and staff. Furthermore, only by improving the status and condition of teachers will it be possible to recruit staff of a high standard. The general problem of fitting pupils for their several careers hinges upon the problem of training teachers equal to the task which they have to perform.

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1. AGE LEVEL AND SEX DISTRIBUTION OF PUPILS, 1951

Level of education	Age									
	6 —	6	7	8	9	10	11	12	13	14
	(in thousands)									
Primary										
M.	672	288	288	267	241	254	235	227	222	70
F.	649	279	279	258	234	249	236	230	224	81
Secondary										
M.	—	—	—	—	—	—	41	44	38	36
F.	—	—	—	—	—	—	38	39	37	36
Vocational										
M.	—	—	—	—	—	—	—	2	17	58
F.	—	—	—	—	—	—	—	1	9	54
Higher										
M.	—	—	—	—	—	—	—	—	—	—
F.	—	—	—	—	—	—	—	—	—	—
Total by age										
M.	672	288	288	267	241	254	276	272	277	164
F.	649	279	279	258	234	249	274	270	270	171
M. & F.	1 321	567	567	525	475	503	550	542	547	335
Percentage by age	19.8	8.5	8.5	7.9	7.1	7.6	8.3	8.1	8.2	5.0

Source. France. Institut National de la Statistique et des Études Économiques. Paris.

2. HIGHER EDUCATION, PUBLIC

Fields	Faculties	Schools	Teachers	Students		Degrees awarded (1950-51)		
				Total	F.	Licences	Doctorats	Diplômes universitaires
Total	.	.	3 567	142 019	49 032	.	.	.
Law	15	2	339	39 529	11 194	2 859	331	321
Arts	17	—	708	36 941	20 125	2 500	80	...
Medicine	10	14	1 513	29 951	6 327	1 2 181	2 877	3 334
Pharmacy	10	14	1 007	7 089	3 882	4 961	16	444
Science	17	—	...	28 192	7 483	1 633	134	801
Theology	2	—	...	317	21	10	3	24

Source. France. Institut National de la Statistique et des Études Économiques. Paris.

Note. Enrolments for public education are estimates, since data for the University of Nancy were lacking. The *grandes écoles*, with over 15,000 students, are omitted. Students in private institutions who are preparing for public examinations are likely to be enrolled also in public institutions.

1. *Doctorats d'État* in medicine.

2. *Diplôme d'État* in dentistry.

3. *Diplôme d'État* in midwifery.

4. *Diplôme d'État* in pharmacy.

Age						Total by sex	Total by level	Median age	Percentage	Level of education
15	16	17	18	19	20 +					
19	6	—	—	—	—	2 788	{ 5 545	8.5	{ 83.3	Primary
29	9	—	—	—	—	2 757		8.7		M. F.
30	26	23	20	11	6	275	{ 523	14.4	{ 7.9	Secondary
29	24	19	13	9	4	248		14.3		M. F.
60	50	30	15	3	—	235	{ 460	15.7	{ 6.9	Vocational
66	56	29	10	2	—	225		15.7		M. F.
—	—	3	7	11	61	83	{ 125	.	{ 1.9	Higher
—	—	2	4	7	29	42		.		M. F.
109	83	56	42	26	67	3 380	.	.	.	M.
124	90	48	28	18	33	3 272	.	.	.	F.
233	172	104	69	44	100	.	6 653	.	.	M. & F.
3.5	2.6	1.6	1.0	0.7	1.5	.	.	.	.	Percentage by age

Total by age

3. HIGHER EDUCATION, PRIVATE

Centres	Fields	Students
Catholic faculties		
Paris	Law, letters, science	* 3 000
Angers	Law, letters, science	* 1 100
Lille	Law, letters, science, medicine, pharmacy, theology	855
Lyons	Law, letters, science	1 493
Toulouse	Law, letters	259
Protestant faculties		
Paris	Theology	* 200
Aix		21
Montpellier		56
Catholic seminaries		7 670

Source. France. Institut National de la Statistique et des Études Économiques, Paris.

4. PUBLIC EXPENDITURE ON EDUCATION, 1953
(in thousands of francs)

Item	Amount
Grand total	236 021 389
Credits provided for year 1953 (Law No. 5349 of 3 February 1953)	164 764 606
General administration	877 285
Higher education	13 145 207
Secondary education	29 553 983
Primary education	93 425 773
Vocational education	27 762 358
Credits appearing in the general budget for National Education	71 256 783
University relations	70 426
National Centre for Scientific Research	3 690 391
Youth and Sports	5 416 878
Libraries	893 455
Archives	193 834
Arts and Letters	3 123 579
Architecture	5 861 630
School health	774 391
Common services and miscellaneous (social welfare charges, housing allowance)	51 232 289

Source. France. Institut National de la Statistique et des Études Économiques.

Note. Official exchange rate: 100 francs = 0.2857 U.S. dollar.

5. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Pre-primary schools, public	3 884	1 ...	1 ...	562 502	269 348
Pre-primary schools, private	203	1 ...	1 ...	19 366	9 534
Primary					
<i>Public</i>					
Primary schools	70 009	155 848	100 324	3 682 603	1 752 861
Primary classes in secondary schools	1 ...	1 863	1 367	73 767	32 633
<i>Private</i>					
Primary schools	10 848	² 34 487	...	856 231	501 240
Primary classes in secondary schools	1 ...	² 7 297	...	145 300	89 159
Secondary					
<i>General (public)</i>					
Complementary schools and courses	1 ...	1 ...	1 ...	217 913	120 744
Secondary schools	910	20 586	9 649	382 523	182 004
<i>General (private)</i>					
Complementary schools and courses	1 ...	1 ...	1 ...	60 753	40 937
Secondary schools	1 613	² 18 120	...	195 433	89 585
<i>Vocational</i>					
Apprenticeship centres	904	...	...	140 859	54 706
Vocational training schools ⁴	...	...	...	11 961	3 003
National vocational schools	...	...	...	13 425	⁵ 3 500
Technical secondary schools	...	...	...	87 822	33 939
Complementary courses with technical sections	...	...	...	25 259	15 958
Vocational courses	...	...	...	75 617	22 271
<i>Teacher training</i>					
Teacher-training schools	...	...	...	16 167	8 714
Higher					
Higher normal schools	7	...	...	1 259	359
Higher technical schools	⁴ 110	...	...	⁴ 15 000	⁵ 500
Universities, public	17	3 567	282	137 332	47 511
Independent institutes	...	...	...	...	...
Special					
Classes for abnormal or handicapped children (primary, public)	1 ...	1 ...	1 ...	22 339	9 763
Classes for abnormal or handicapped children (primary, private)	1 ...	1 ...	1 ...	1 648	704

Source. France. Institut National de la Statistique et des Études Économiques, Paris.

1. Included in figures for primary education.
2. Included in figures for secondary education.
3. 1950 estimate.

4. In Alsace-Lorraine.
5. 1952 estimate.

FRANCE

Overseas *Départements*, Territories and Protectorates

Revised by the Ministry of National Education, Paris, in January 1953.

GENERAL

Most of the problems concerning overseas education are the responsibility of the local public education services in the overseas territories and Associated States, and in Morocco and Tunisia.

General educational policy, however, especially as regards curricula, examinations and the status of teachers, must be drawn up at the governmental level. These functions have devolved upon three government departments—the Ministry for France Overseas for the overseas territories, the Ministry for Relations with the Associated States in the case of Viet-Nam, Cambodia and Laos, and the Ministry of Foreign Affairs (Directorate for Africa and the Levant) in the case of Morocco and Tunisia. The overseas *départements* (Guadeloupe, French Guiana, Martinique and Réunion) are directly attached to *académies* (educational districts) in metropolitan France and hence to the Ministry of National Education. Algeria has a special status, as the Académie d'Alger with its university and secondary schools comes under the Ministry of National Education.

The Ministry of National Education has a Service for the Co-ordination of Overseas Education which serves as a link between the directorates of education at the various levels and the above-mentioned government departments.

The following sections give a brief account of education in each territory or *département*, accompanied by statistical tables. *Départements*, territories and protectorates have, for the sake of simplicity, been grouped geographically and not according to their administrative category: Africa (North Africa—Algeria, Morocco, and Tunisia; Afrique Noire—French West Africa, French Equatorial Africa, Togoland, Cameroons, French Somaliland, Madagascar; and the Comoro and Réunion islands); America (St. Pierre and Miquelon, Guadeloupe, Guiana, Martinique); Asia (French establishments in India); Pacific (New Caledonia, and French establishments in the South-West Pacific). The Associated States (Cambodia, Laos and Viet-Nam) are placed among the sovereign States.

Education in the Overseas Territories

The educational services consist of directorates-general in the federations and of directorates in the other territories; they are headed by a director-general or a director ¹

who is immediately responsible to the head of the territory, high commissioner or governor.

High commissioners and governors come under the Ministry for France Overseas, to which an inspectorate-general for education and youth, under the authority of the Secretary of State for France Overseas, is attached to deal with all matters relating to education, youth and sports in the overseas territories; this service is also a centre for handling questions concerning fundamental education and educational films.

The organization of education in the various territories differs sufficiently to warrant a separate treatment of each. This follows hereafter, but attention should first be drawn to the general lines of educational policy as applied throughout overseas France.

Decentralization

In the overseas territories, educational services are organized in accordance with decrees issued by the local authority—high commissioners or governors. These decrees determine not only the administrative pattern of services, but also the curricula and operation of schools and the examination system. They are proposed by the directors-general or directors and, as a rule, are worked out with the assistance of an educational council, consisting of the director and qualified representative teachers; before publication, the decrees are often submitted, for an opinion, to the grand council or the representative assembly, meeting under the authority of the administrative head of the territory.

This decentralized form of organization, conferring wide powers on the local authorities, was devised so as to allow for variation in the operation of schools to suit local conditions.

Tendency to Follow the Educational System of Metropolitan France

However, these schools (except in Madagascar, where a reform is being carried through) are gradually coming to follow the pattern adopted in metropolitan France. The curricula laid down in the decrees of high commissioners and governors are similar to, or even the same as, those laid down by the Minister of National Education; the examinations instituted by these decrees are also similar to those held in French schools. Through their representatives, the native peoples are evincing a growing desire to see their children receive the same standard of education as pupils in France itself. Accordingly, the wide latitude allowed to local authorities is exercised only in

1. The general-directorate in French Equatorial Africa is called 'general-inspectorate'.

the adjustment of metropolitan teaching methods to local needs.

Examinations and Diplomas

The Ministry of National Education and the Ministry for France Overseas have gradually come to an agreement on the vital problem of the award of diplomas and degrees. The Ministry of National Education cannot recognize certificates or diplomas conferred by the local authorities of overseas territories which do not correspond to a metropolitan diploma; such certificates and diplomas, which are valueless save in the territory where they are issued, are decreasing in number. But the Ministry of National Education does recognize those that correspond to metropolitan certificates and diplomas; it considers that the director of education who awards them is acting on the authority of the Ministry. For instance, the primary school certificate (*certificat d'études primaires*), the elementary certificate (*brevet élémentaire*), the lower secondary certificate (*brevet d'études du premier cycle du second degré*), the teacher's certificate (*certificat d'aptitude pédagogique*) and the professional proficiency certificate (*certificat d'aptitude professionnelle*) issued in the overseas territories in accordance with local decrees, are equally valid in metropolitan France and other territories.

With regard to the *baccalauréat*, the first university degree in France, this was for many years granted automatically to holders of the 'colonial proficiency certificate' (*brevet de capacité colonial*) conferred by the university authorities of overseas territories after arranging for the pupils to sit, on their sole responsibility, an examination in the same subjects as those required for the *baccalauréat*; both the written papers and reports of the oral examinations were sent to Paris to be checked. This procedure is still in force in New Caledonia. In the other territories, the *baccalauréat* is now organized locally under the responsibility of a metropolitan university which sends one or two professors to preside over the examination commissions. The University of Bordeaux, for instance, issues the *baccalauréat* for Afrique Noire and the University of Aix for Madagascar.

Access to Educational Establishments: Scholarships

The same trend is reflected in the regulations for the admission of scholarship holders from the overseas territories to educational establishments in France, drawn up in 1949 by the Minister for France Overseas and the Minister of National Education. For higher education, the same qualifications are required as for metropolitan students. With regard to secondary education, the Minister of National Education agrees to the admission into metropolitan schools of pupils proposed by the Minister for France Overseas, after selection in the territories concerned by qualifying examinations similar to those obtaining in metropolitan France.

The territories are to an increasing extent applying the same rules as metropolitan France for admission to educational establishments at the various levels; but, to take account of local conditions and the economic under-development of the native peoples, two important

provisions have been made: on the one hand, all age limits are two or three years higher than in metropolitan France; on the other, not only is education free at all levels, but most secondary school pupils are in receipt of scholarships, so that each can study for as long as he is able to do so.

Staff

There has been a similar tendency to adopt the same practices for the recruitment of teachers. The latter are recruited by the high commissioners or the governors. They are at present graded in separate administrative systems for each territory or group of territories, providing, at the different levels, for the same categories as those in the Ministry of Education's system, except in the case of posts for which there is no equivalent in metropolitan France (director of an educational sector, *moniteur*, and so on).

Teachers are recruited either in the territories or in metropolitan France. In theory, conditions for recruitment have always been the same as in France, and this is becoming increasingly the case in practice. However, for primary education, there is such a demand for native teachers that it will be many years before all teachers can be required to have the *baccalauréat* or the teacher's certificate.

This attempt to ensure equivalent qualifications for teachers in the overseas territories and metropolitan France will make it possible for the peoples in all parts of the Union to receive an education of metropolitan standard. It will also assist exchanges between local and metropolitan teachers and will thus contribute to the cultural unity of the Republic.

For purposes of the recruitment and administration of metropolitan teachers serving in the overseas territories, regulations determining the status of such staff were laid down in a decree issued on 19 January 1946, but they were not applied, owing to various difficulties. With the assistance of the Ministry of National Education, these regulations have been recast in a more satisfactory form and will shortly be reissued and carried into effect without delay. Under their provisions, all senior teachers are in principle to have the same status in metropolitan France and the overseas territories; the Minister for France Overseas will thus have at his disposal a body of teachers who will be able to accept posts overseas without fear of prejudicing their career at home or of forfeiting the chance of employment in France in a grade equivalent to that they have held overseas.

Fundamental Education

Finally, in accordance with the aims of Unesco and at the request of the Inspectorate-General of the Ministry for France Overseas, the various directorates-general and directorates of education have been considering a programme of fundamental education, which some of them have begun to apply. This development is still too recent for it to be possible to give results here.

Private Schools

Private education, which has expanded very considerably in some territories, is provided by Catholic or Protestant missions. It is subject to supervision by the local administrative and university authorities. The curricula followed are, in principle, the same as in State schools and pupils are prepared for the same examinations. Private schools are generally subsidized—though the system may vary a little—in ratio to the teachers employed and the diplomas they hold.

CONCLUSION

Though education in the overseas territories retains its own highly decentralized organization, which allows for adaptation to local conditions and would permit it, should the need arise, to take highly individual forms, it is more and more approximating, by its methods, the standards of its work, the efficiency of its staff and the broadly humanistic outlook which inspires it, to that of the home country. It is French culture which is being spread in the primary schools, the *lycées* and the *collèges* of the overseas territories, and this fact constitutes one of the firmest links uniting them to the rest of the Republic.

METROPOLITAN FRANCE : FINANCIAL CONTRIBUTIONS TO EDUCATION UNDER THE FIDES SCHEME BETWEEN 30 APRIL 1946 AND 31 DECEMBER 1952 (in millions)

Territory	Currency	Public education		Grants to private education
		Expenditure authorized	Payments made	
French West Africa	French African area francs	2 979	2 797	246
French Togoland	French African area francs	126	122	21
French Cameroons	French African area francs	446	426	60
French Equatorial Africa	French African area francs	1 251	884	99
Madagascar	French African area francs	671	626	154
Comores	French African area francs	81	61	—
French India	French francs	11	11	—
French Somaliland	Djibouti francs	114	114	12
New Caledonia	French Pacific area francs	73	66	7
French Oceania	French Pacific area francs	54	48	8
Saint-Pierre and Miquelon	French African area francs	23	17	—

Source. France. Ministère de la France d'Outre-mer. *Bulletin de l'inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952 Paris.

Note. Exchange rate. 1 French African area franc = 2 French francs; 1 French Pacific area franc = 5.50 French francs; 214.392 Djibouti francs = 1 U.S. dollar.

ALGERIA

French département

Total population (1951 midyear estimate): 8,930,000.
Total area: 2,191,000 square kilometres; 846,000 square miles.
Population density: 4 per square kilometre; 11 per square mile.
Total enrolment: 19 per cent of population within school age limits (estimate).

ADMINISTRATION

The Algerian central authorities are responsible for the financing of education, but regulations and curricula are matters for the Ministry of National Education, except in the case of native education and technical education.

Algeria forms an *académie* administered by a rector who is assisted by two deputy rectors, an inspector of vocational education, a woman inspector of vocational and art education and an inspector of agricultural education.

At the head of each of the *départements* is a secondary school inspector, with a number of primary inspectors under him.

Enrolment of girls as percentage of total: 34 per cent in primary schools (1950/51).

Revised by the Ministry of National Education, Paris, in January 1953.

ORGANIZATION

Pre-school education: nursery schools.

Primary education is of the same type as in France, except for certain variations in curricula to suit local needs.

Higher primary education is usually designed for children between 12 and 16 years of age.

Secondary education, which is given in *lycées* and *collèges*, follows the metropolitan curriculum and leads up to the *baccalauréat*. Secondary classes are attached to the primary school at Médéa.

Vocational and technical education is dispensed in: the Practical School of Commerce and Industry at Hamma (Algiers); the Practical School of Industry at Constantine; the Colonial Industrial School at Dellys; the Industrial Institute of Algeria at Maison-Carrée; and the private institutions of technical and commercial education subsidized by the Algerian central authorities, the largest being the Higher School of Commerce at Algiers.

Agricultural education comes under the Algerian Directorate of Economic Services. It comprises farm schools, a school of horticulture, a domestic science school, two practical schools of agriculture and the Higher Agricultural Institute of Algeria, which issues a certificate in engineering.

Higher education. The law of 30 December 1909 converted the higher schools into faculties. The University of Algiers comprises the following bodies: Faculty of Law, Joint Faculty of Medicine and Pharmacology, the Faculty of Sciences, the Faculty of Arts, the Institute of Colonial Hygiene and Medicine, the Bouzaréa Observatory, the Institute of Terrestrial Physics, the Institute of Geography, the Institute of Oriental Studies, the Institute of Sahara Research, and the Town Planning Institute.

Private schools. These comprise: Moslem educational establishments: Koranic schools and *zawia* schools, which give a training of an essentially religious character; pre-school and primary educational establishments: approximately 10 nursery schools, 50 undenominational schools and 15 congreganist schools; secondary schools: about 20.

TRAINING AND STATUS OF TEACHERS

The conditions of recruitment and status are the same as in metropolitan France, except for certain appointments in vocational and technical education. Men teachers are trained in the teacher-training schools of Bouzaréa (Algiers), Oran and Constantine, and women teachers in the schools at Miliana, Oran and Constantine. Primary school teachers are appointed by the Governor-General, secondary school teachers and university staff, etc. by the Ministry of National Education.

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1. HIGHER EDUCATION, 1950

Faculty	Students	
	Total	F.
Total	4 563	1 486
Law	1 545	316
Arts	932	479
Medicine (including pharmacy)	1 327	453
Science	759	238

Source. Algérie. Service de Statistique Générale. Alger.

2. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	123	481	481	23 561	...
Kindergartens, private	6				
Primary					
Primary schools, public	2 136	9 693	5 544	362 336	122 691
Primary schools, private	...				
Secondary					
<i>General</i>					
Secondary schools, public and private	72	2 135	720	30 318	11 350
<i>Vocational</i>	14				
Centres of apprenticeship	14	...	...	2 216	...
Complementary vocational courses	98	...	...
Vocational sections of lycées and collèges	14	...	...
Higher					
University of Algiers	1	...	...	4 563	1 486

Source. Algérie. Service de Statistique Générale. Alger.

MOROCCO

French Protectorate

Total population (1951 midyear estimate): 8,500,000.
Total area: 400,000 square kilometres; 154,000 square miles.
Population density: 21 per square kilometre; 55 per square mile.
Population within school age limits (estimate): 1,646,000.
Total enrolment (10 November 1952): 242,000 in State primary schools.

Enrolment of girls as percentage of total: 32 per cent.

Revised by the Ministry of National Education, Paris, in January 1953.

Morocco became a French Protectorate under the treaty of 30 March 1912. The French Government is represented at the court of the Sultan, who is the political and religious head of the country, by a High Commissioner, the Resident-General.

ADMINISTRATION

Directorate of Public Instruction

Education comes under the general control of a Director of Public Instruction, who is responsible for the various educational departments and for the administration of the Department of Youth and Sport.

The heads of the various branches of education have their offices in Rabat. They are: the director of the Centre of Higher Scientific Studies; the director of the Scientific Research Centre of the Sherifian Scientific Institute; the director of the Institute of Higher Moroccan Studies; the heads of the departments of Moslem Education, of European Secondary Education, of European and Jewish Primary Education, of Technical Education and of Youth and Sport.

The director and his staff are assisted in their administrative work by the following offices: private secretariat, personnel, accounts, supplies, examinations and out-of-school activities.

It should be noted that the traditional education provided by the Karaouin University at Fez and the Ben Youssef University at Marrakesh comes under the direct supervision of the Sultan and his advisers.

School Inspection

Inspection of European and Jewish primary education is carried out by a principal inspector (who is the head of the service and a secondary school inspector), by a woman inspector of nursery schools and primary boarding-schools, and by a primary inspector. The inspectors must hold the French inspector's qualifying certificate.

The staff of the *lycées* and *collèges* in Morocco is supervised by metropolitan inspectors-general seconded for temporary inspection tours.

ORGANIZATION

The general aim is to spread education and the benefits of Western civilization, while respecting the population's freedom of belief.

Pre-school education. Nursery schools take children from the age of 4 years.

Primary education. State schools take two forms: European and Jewish education, of the same type as in France, leading to the primary school certificate; and a practical type of Moslem education, concentrating on manual and agricultural activities.

Private establishments include those for Moslem education, provided in Koranic schools, and for Jewish education, provided in the schools of the Alliance Israélite.

Secondary education. European secondary school curricula are modelled on those in France; the schools prepare for the *baccalauréat* and are open to Moroccan and French pupils alike, on the same terms.

Moslem secondary education is provided by *collèges* whose curricula combine Islamic traditions and modern studies. Pupils sit for the lower secondary certificate and the Moslem higher certificate at the end of the first cycle, and at the end of the second cycle, for the modern *baccalauréat* or the so-called Moroccan *baccalauréat*.

Technical and vocational education. *Primary:* This is given in primary schools and then in apprenticeship centres where proficiency or apprenticeship certificates may be obtained. *Secondary:* This is provided in technical schools (agricultural, industrial and commercial), the chief of which are the industrial and commercial school at Casablanca, the practical school at Meknès and the experimental farm at Fez.

Teacher education. There is a Teacher Training Department at Rabat; students from France take a special one-year 'adaptation' course.

Higher education. This is given in the following establishments:

1. The Sherifian Scientific Institute whose object is defined by Article 2 of the Vizierial Order of 6 March 1921 as

being 'to carry out research in zoology and parasitology, comparative anatomy and anthropology, botany and phytopathology, geology and mineralogy, astronomy and meteorology, physical geography and oceanography, applied physics and chemistry, and all general scientific work, calculated to assist the various services of the Protectorate and the economy of Morocco'. This institute consists of: the Centre of Higher Scientific Studies [which prepares for the following certificates: physical, chemical and natural sciences (S.P.C.N.); mathematics, physics and chemistry (M.P.C.); general mathematics (M.G.); and physics, chemistry and biology (P.C.B.)], the Scientific Research Centre, and the Department of Terrestrial Physics and Meteorology.

2. The Institute of Higher Moroccan Studies at Rabat, which organizes research in the fields of the Arab and Berber languages, Islamic and humanistic studies in general in Morocco and North Africa, and prepares for certain examinations, some forming part of the French and others of the institute's own higher educational system.
3. The Centres of Legal Studies at Rabat and at Casablanca, which prepare for the degree and qualifying certificate in law, as well as for the Moroccan legal and administrative certificate.

The higher educational establishments are not concentrated in universities; for examination purposes, they are attached to the faculties of Algiers, Bordeaux or Toulouse, as the case may be.

ADULT EDUCATION

The purpose here is to impart the rudiments of French and of reading, writing and arithmetic. The classes are attended mainly by shopkeepers, artisans and workers. In those for women and girls, women's handicrafts constitute the principal subject taught.

SCHOOL WELFARE SERVICES

The Department of Youth and Sport co-ordinates the work of the sports and youth groups and is responsible for their technical and general supervision, in collaboration with the Sports Council and the Youth Council.

A centre for vocational guidance was established in 1945 and is responsible for studying the relationship in Morocco between school enrolment and the various needs of the civil service, the liberal professions and trade, industry and agriculture; for keeping pertinent information on schools and careers up to date; for advising young people and their families on the best openings.

The centre has attached to it a University Welfare Service, whose object is to investigate all problems connected with the living conditions of students in and outside Morocco, and to study and propose to the Director of Public Instruction measures calculated to help students.

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SUMMARY OF SCHOOL STATISTICS AS AT 10 NOVEMBER 1952

Level of education and type of school	Institutions	Students	
		Total	F.
Primary			
Moslem schools	...	161 374	33 696
European primary schools	...	56 057	26 843
Franco-Israelite schools	...	3 005	1 777
Alliance Israélite Universelle	...	28 015	13 579
Secondary			
European secondary schools	...	14 676	7 175
Moslem secondary schools	...	4 648	199
Vocational schools, primary	...	9 157	4 515
Vocational schools, secondary	...	4 375	1 551
Higher			
Institute of Higher Moroccan Studies	1	2 1 038	...
Sherifian Scientific Institute	1		
Centres of legal studies	2		

Source. Maroc. Direction de l'Instruction Publique. *Bulletin de l'enseignement public du Maroc*. 38^e année, no. 221, January-February 1953.

1. Included in figures for primary schools.
2. Figure for 1950.

TUNISIA

French Protectorate

Total population (1951 midyear estimate): 3,500,000.
Total area: 155,830 square kilometres; 60,200 square miles.
Population density: 22 per square kilometre; 58 per square mile.
Total enrolment (10 November 1951): 194,528 in all public and private schools.
Enrolment of girls as percentage of total: 29 per cent.
Pupil-teacher ratio: 34 (estimate).

The two instruments establishing the Protectorate—the Treaty of Bardo (12 May 1881) and the Convention of Marsa (8 June 1883)—granted France supervisory powers over Tunisia's internal affairs as well as her foreign relations. A Resident-General, accredited to the Bey, represents the French Government.

ADMINISTRATION

Directorate of Public Instruction

Education comes under the general control of the Director of Public Instruction, who is a member of the Council of Ministers. The teaching at the Moslem University of the Great Mosque is, however, the responsibility of the Ministry of State.

The Department of Antiquities and Arts and the Department of Tunisian Arts are attached to the Directorate of Public Instruction.

Central Administration

This comprises: the Office of the Director; three educational departments (for secondary education, youth and sports, primary education, and technical education respectively); and two administrative bureaux responsible for personnel and accounts, and buildings and supplies.

Council of Public Instruction

This consists of 36 members under the chairmanship of the Director of Public Instruction and has seven sections: secondary education, primary education, vocational education, school buildings, instruction in the modern Koranic schools, popular education and youth movements, physical training and sports.

Its functions are as follows. The council gives advice on any administrative or educational questions that may be placed on its agenda by the chairman; the four educational sections have, in addition, certain functions connected with the supervision of the private schools and modern Koranic schools; the other sections deal with questions coming within their special competence.

Total revenue (1949/50): 16,339,600,000 French francs.
Public expenditure on education (1951): 5,164,000 French francs.

Official exchange rate: 100 French francs = 0.2857 U.S. dollar.

Revised by the Ministry of National Education, Paris, in January 1953.

School Inspection

Supervision of primary education is carried out by inspectors whose duties are both educational and administrative. Five inspectors are responsible for the supervision of Arabic education in the State primary schools, for the administration and supervision of the modern Koranic schools and for the supervision of the free or traditional Koranic schools.

A regional director is responsible for inspection in the Kerkennah islands.

ORGANIZATION

The general aim is to spread Western education and civilization, while respecting the local population's freedom of belief.

Pre-school education is given in nursery schools and kindergartens.

Primary education. State schools take two forms. Those for European education are of the same type as in metropolitan France. For Moslem education, the Franco-Arab schools prepare pupils for the primary school certificate (C.E.P.) and for the entrance examination to the first class of secondary schools (classical, modern, technical or Tunisian sections).

Private establishments comprise the modern Koranic schools, which receive very liberal grants and are modelled on the Franco-Arab schools; the *Kouttabs* or traditional Koranic schools, providing an essentially Koranic education; and the schools of the Alliance Israélite which are modelled on French primary schools, but also teach Hebrew and the Hebrew religion. The staff of these last schools has been taken over by the Directorate of Public Instruction.

Secondary education. This comprises three kinds of establishment. Classical and modern education are provided in *lycées* and *collèges*, following the metropolitan curricula and leading up to the *baccalauréat*. The so-called 'Tunisian' secondary education links up with the teaching provided in the Franco-Arab primary schools. The pupils

of the Tunisian sections can sit for whichever of the *baccalauréat* examinations they wish, or for the special Franco-Tunisian *baccalauréat*, instituted by decree No. 48-1267 of 13 August 1948 and the ministerial order of 21 January 1950. There are also continuation classes in general education.

Technical and vocational education comprises:

1. Vocational training centres which are intended for pupils of 14 who do not hold the primary school certificate. They may be independent or attached to a primary or a secondary school.

The centres may be classified in different types according to their specialities. For boys there are specialized centres which provide training for a trade, and general centres which train industrial workers for various skilled jobs and artisans capable of meeting local demands. For girls, modern centres offer training for a modern women's trade (dressmaking, millinery, etc.), and traditional centres stress the traditional women's handicrafts (carpet-weaving, embroidery, etc.).

The centres usually provide three-year courses, on completion of which pupils receive an apprenticeship certificate.

2. Industrial schools which take pupils holding the elementary primary school certificate and provide a three-year course leading to the trade proficiency certificate.
3. Technical *collèges* and technical sections of *collèges* which provide both a technical and a general education of much the same standard as the first cycle in a modern secondary school. Pupils are admitted after passing the entrance examination for the first year of secondary education, and the course lasts five years.
4. The Tunis Higher Commercial School recruits students by a competitive examination of *baccalauréat* standard, with a minimum age of 17 years. The course lasts three years, at the end of which a diploma of higher commercial education may be taken.

Tunis also has a Vocational Guidance and Apprentice Employment Centre, whose twofold aim is: to detect capacities which should guide young people in the choice of a trade; and to keep an up-to-date register of situations in local industry open to young apprentices.

Teacher education. This is provided by:

1. The Teacher-Training School (Tunis) which has three sections:
 - (a) French language section: four-year course, the third year of which is spent preparing for the *baccalauréat* (second part, experimental sciences), whilst the fourth year is devoted to professional training, leading to the teacher's certificate (*certificat de fin d'études normales* or *certificat de fin de stage*).
 - (b) Bilingual section: a general diploma may be obtained after three years' study, and the teacher's certificate (*certificat de fin de stage*) on completion of the fourth year, which is spent on professional training.

(c) Arabic section: this comprises a year of professional training; it is open to holders of the teachers' certificate of the Great Mosque, who must pass an entrance examination.

2. The Women's Teacher-Training School which has a French-language section (four years) and a bilingual section (four years).

Entrance to teacher-training schools is by competitive examination. In the French section, the first year is open to pupils of *lycées*, *collèges* and complementary courses (fourth year of secondary studies), and the fourth year is open to holders of the *baccalauréat*. In the bilingual section, candidates for the first year must have completed three years of secondary studies. Holders of the Sadiki College leaving certificate and of the Arabic higher certificate are eligible for admission to the fourth year.

Primary school teachers are divided into three categories according to their qualifications, but they all enjoy the same status and receive the same salary. French-speaking men and women teachers must hold the higher certificate or the *baccalauréat*, together with the teacher's certificate. They are drawn from the ranks of primary teachers in France, or from the Tunis teacher-training schools or from secondary educational establishments in Tunis or in France. Bilingual staff, teaching French and Arabic, are drawn from former pupils of the Moslem section of the Tunis teacher-training school or of Sadiki College; they must hold the *baccalauréat*, the higher certificate, or the Sadiki certificate. Arabic-speaking masters are graduates of the Moslem University of the Great Mosque. They must hold the certificate or the diploma of that institution and are selected by examination.

Higher education. The Institute of Higher Studies (Tunis), established by decree of the Bey dated 1 October 1945 and by a French Government order of the same date, comprises the following four sections: (a) section of legal, economic and administrative studies, preparing for the first two years of the law degree and for the exercise of administrative and judicial functions; (b) section of scientific studies, providing preparation for some of the certificates needed for the mathematics and science degree, and for the competitive examination for topographical engineers; (c) section of philological and linguistic studies (French and Arabic); (d) section of sociological and historical studies.

Other facilities for higher education are provided by: the Moslem University of the Great Mosque, the School of Fine Arts (Tunis), courses of painting and sculpture, courses of architecture, preparing for the Paris School of Fine Arts, the Academy of Music, and courses in Tunisian law.

Students wishing to take the examinations of metropolitan France are enrolled in the corresponding faculty of the University of Paris.

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1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Students	
		Total	F.
Primary			
French schools	...	50 605	23 991
Franco-Arab schools	...	81 387	15 240
Primary schools, private	...	9 074	5 525
Koranic schools, modern	...	27 497	2 705
Secondary			
<i>General</i>			
Classical secondary schools	...	2 584	1 303
Modern secondary schools	...	5 479	2 018
Tunisian secondary schools	...	3 108	119
Private secondary schools	...	1 771	1 066
<i>Vocational</i>			
Primary	...	7 773	4 267
Secondary	...	3 334	1 162
Private	...	321	202
Higher			
Institute of Higher Studies	1	1 595	316

Source. Tunisie. Direction de l'Instruction Publique. *Bulletin officiel*, no. 7, Oct.-Dec. 1951.

Note. The above table does not include 3,313 children following courses in the literacy campaign and 1,369 in the adults' course.

2. HIGHER EDUCATION, 1949/50

Faculty	Students enrolled
Total	702
Law	348
Arts	161
Science	193

Source. Tunisie. Service Tunisien des Statistiques. *Annuaire statistique de la Tunisie, 1949/50*. Tunis, 1951.

3. PUBLIC EXPENDITURE ON EDUCATION, 1951
(in thousands of francs)

Item	Amount
Total	5 164 000
Central administration, inspection, etc.	165 000
Pre-school	92 000
Primary	2 573 000
Secondary general	1 036 000
Secondary vocational	529 000
Teacher training	188 000
Higher	140 000
Grants to private education	296 000
Other expenditure	145 000

Source. Tunisie. Service Tunisien des Statistiques.

Note. Official exchange rate: 100 French francs = 0.2857 U.S. dollar.

FRENCH WEST AFRICA

Total population (1952 estimate): 17,454,688 (Senegal, 2,102,000; Guinea, 2,261,865; Ivory Coast, 2,130,000; Dahomey, 1,542,000; Niger, 2,124,863; Upper Volta, 3,217,960; Sudan, 3,510,000; Mauritania, 566,000).

Total area: 4,711,500 square kilometres; 1,819,000 square miles.

Population density: 4 per square kilometre; 10 per square mile.

Total enrolment in primary schools as at 1 January 1952: 189,941.

Enrolment of girls as percentage of total: 21 per cent.

Total revenue of the territory in 1952: 102,514,773,000 French francs.

French West Africa (A.O.F.) is a federation of eight territories, with the seat of the central or federal administration in Dakar.

The administrative head is the Governor-General, the High Commissioner of the French Republic, who has very extensive powers and is assisted by a Grand Council consisting of delegates elected by the territories and by the Governing Council.

Each of the eight territories—Senegal, Guinea, Ivory Coast, Dahomey, Niger, Upper Volta, Sudan and Mauritania—is under the direct authority of a Governor who is responsible to the High Commissioner, and has its own elected representative Assembly. The territories are administratively and financially autonomous, and together elect deputies and senators to the French Parliament and councillors to the Assembly of the French Union.

LEGAL BASIS

The organization of education in A.O.F. is laid down by Orders of the High Commissioner, which prescribe the administration of the various departments, school curricula and the operation of the establishments, and institute the terminal examinations. They are issued on the proposal of the Director-General of Education, who is rector of the *académie* of A.O.F. and is assisted by the Council of Education.

The organization of education is undergoing a change. The principal decrees or orders governing it are as follows:

Order No. 2946/P of 22 August 1942 instituting and organizing the Directorate-General of Education in A.O.F.; Order No. 3236/E of 16 September 1942 organizing a Directorate of Technical Education and Apprenticeship; Order No. 2576/IP of 22 August 1945 reorganizing primary education; Decree No. 50-1467 of 27 November 1950 establishing an *académie* of French West Africa.

ADMINISTRATION

The education department comprises a Directorate-General

Public expenditure on education (1952): 7,710,762,000 French francs.

Official exchange rate in 1952: 100 French francs = 0.2857 U.S. dollar.

Revised by the Ministère de la France d'Outre-Mer, Paris, in October 1952.

at Dakar and an inspectorate (*inspection académique*) in each territory.

The Directorate-General has the same type of organization as an *académie* in metropolitan France, the Director-General being its rector. His jurisdiction covers the whole of the Federation and he is responsible, under the High Commissioner, for all questions concerning education and sports in French West Africa. He has the help of assistants who supervise the operation of the various departments: secretariat and general administrative questions; higher education; classical and modern secondary education; technical and vocational education; primary education; physical training and sports; educational information and research; scholarships and examinations; budget, supplies and buildings.

The territorial inspectorates are responsible, under the authority of the governors, for the educational system at every level. Within each, primary inspectors supervise the primary schools in territorial school districts or *circonscriptions*. The other schools (secondary and technical) are visited by the secondary inspectors, the director-general and inspectors-general on tour from France.

For purposes of primary education, the territories are divided into 21 school districts, each under the authority of a primary school inspector, as follows: Senegal—districts of Saint Louis, Dakar, Kaolack and Ziguinchor; Mauritania—district of Saint Louis; Niger—districts of Niamey and Zinder; Sudan—districts of Bamako, Gao, Kayes and Mopti; Guinea—districts of Conakry, Kankan and Mamou; Ivory Coast—districts of Abidjan, Bouaké and Korhogo; Dahomey—districts of Porto-Novo and Parakou; Upper Volta—districts of Ouagadougou and Bobo-Dioulasso.

The administrative and political structure of A.O.F. allows of no discrimination between French and local authorities. At the level of the French Union, the African representatives are in a position to propose, discuss and defend projects relating to the educational administration in the various assemblies. At the federal level, the Grand Council serves exactly the same purpose; lastly, within each territory, educational matters are discussed by a General Council. Each of these elected bodies shares, in

particular, in the preparation and voting of the various budgets.

Since French colonization of Africa started, Catholic and Protestant missions have played a part in education. The Catholic missions, which are by far the largest, have an independent organization. From Dakar, the Apostolic delegation for French Africa directs the vicariates or Apostolic prefectures of the various territories. Instruction is given in French only, and *moniteurs*, holding the primary school certificate, form the basis of the teaching staff in the primary classes. Pupils in private schools sit for the primary school certificate. A few private secondary schools carry education up to *baccalauréat* standard. Private schools are required to follow the same curricula as the State schools and they are subject to inspection by the authorities.

FINANCE

Education is financed by funds from metropolitan France, from the federal budget and the budget of each territory. The French Government assists A.O.F. by the allocation of funds under the Fonds d'Investissement pour le Développement Économique et Social (FIDES—Investment Fund for Economic and Social Development), which is mainly used for financing the building of higher educational establishments and secondary schools (classical, modern or technical).

The federal budget and the budgets of the individual territories provide for the payment of teachers' salaries, and the construction, upkeep and operation of schools. In the main, the federal budget covers the cost of the federal directorates and of higher education; the territorial budgets finance primary, technical and secondary education.

Education is free in all territories and at all levels. Private schools receive grants from the respective territories, on conditions laid down by local orders. The grants are intended to cover the cost of salaries, school equipment and supplies, and depend on the size of the school's staff and the success of pupils at State examinations.

ORGANIZATION

Instruction is given in French. Dialects may be used for adult education. No distinction is made between ethnic groups; any African may be admitted to any school, subject only to his passing the prescribed entrance examinations.

Scholarships are also awarded for study either in France or in the Federation. For the Federation, scholarships are allocated for secondary and technical education from the territorial budgets to pupils who pass the entrance examination for the first year of secondary education. Since the establishment of the Institute of Higher Studies in Dakar, scholarships have been awarded to students who, in addition, are admitted to the university city of Fann where they have comfortable modern accommodation. For study in France, scholarships are awarded to pupils from secondary and technical schools who wish to take

specialized technical and industrial courses for which there is as yet no equivalent in A.O.F. Scholarships for higher education are awarded to holders of the *baccalauréat* wishing to enter a State higher professional school (*grande école*) and students engaged on studies in France.

Primary Education

Primary studies last from six to eight years and lead to the elementary primary certificate (*certificat d'études primaires élémentaires*); as a rule, pupils enter the primary school at the age of 6 and leave at 14. In the intermediate classes of these schools, the best pupils between 11 and 13 years of age can sit for the competitive entrance examination for the first year in *lycées* and *collèges*, technical colleges, apprenticeship centres and teacher-training courses.

Primary education comprises three stages—preparatory, elementary and intermediate, each lasting two years.

Curricula are of the same standard as in France, but are adapted to local conditions. The following table gives an example:

Subject	Hours a week		
	Preparatory stage	Elementary stage	Intermediate stage
Moral training	$\frac{1}{4}$	1	1
Reading	9	6	4
Writing	$2\frac{1}{2}$	2	1
French	$7\frac{1}{2}$	6	6
History	—	$\frac{1}{2}$	1
Geography	—	1	1
Arithmetic	4	4	5
Sensory exercises	$2\frac{1}{2}$	—	—
Observation exercises	—	1	—
General knowledge	—	—	3
Singing, drawing, physical training	Variable	Variable	Variable
Manual work	—	—	Variable

The primary course concludes with the test for the primary school certificate (*certificat d'études primaires*), which covers the work done in the second year of the intermediate stage.

Textbooks are to an increasing extent being adapted to African needs and curricula.

Secondary Education

Secondary education is provided in *lycées*, classical and modern *collèges* and modern *collèges* with a short course. Classical *lycées* and *collèges* provide classical and modern instruction for the first and second cycles and prepare pupils to take all sections and both parts of the *baccalauréat*. The modern *collèges* providing a short course go only as far as the first secondary cycle (from the first to the fourth years inclusive). They prepare pupils for the lower secondary certificate, after which the second cycle of classical and modern *lycées* and *collèges* may be taken.

Curricula are the same as in metropolitan France and the final qualifying examination is the *baccalauréat*. However, for zoology and botany, teachers base their

lessons on local flora and fauna. Local factors are also brought to bear in the teaching of history and geography.

Each year, France sends inspectors-general of public education to visit secondary schools. French university professors also preside over the jury for the *baccalauréat*.

Vocational Education

Since the High Commissioner's Order No. 3236/E of 16 September 1942, a Directorate of Technical Education and Apprenticeship has been operating under the A.O.F. Directorate-General of Education.

This directorate is responsible for the investigation of all matters connected with technical education and industrial, commercial, maritime and domestic training; for the establishment, organization and supervision of State technical schools, sections or courses and of all State establishments, services or institutions concerned with the recruitment, guidance, training and employment of apprentices and with the professional training and reclassification of workers; and for the supervision of similar private establishments, services or institutions.

The Directorate co-operates in all matters of common concern with the directorates or departments of the High Commissioner's office dealing with economic affairs, the training of young people, labour and production. It advises the secondary education department on the organization of manual work in secondary schools, and also supplies youth services with information on the operation of vocational training institutions for young people. In consultation with the Inspectorate of Primary Education, it provides information on technical schools at the various levels and the openings they offer, with a view to encouraging enrolment in these schools.

The Directorate comprises a central service and external services, to which technical schools and local apprenticeship and handicrafts services are attached. The head of the school in the chief town of a territory acts as local director of apprenticeship, under the supervision of the Directorate of Technical Education and Apprenticeship.

The Directorate of Technical Education and Apprenticeship and its local services are assisted by advisory bodies which provide close, regular contact with the different trades, to whose constantly changing needs the directorate's various activities can be increasingly adapted.

Lastly, after the issue of circular 545/E of 14 November 1947, the High Commissioner of A.O.F. decided that agricultural education should be organized on much the same lines as technical education. This circular provides for the appointment of a Federal Council, consisting of the Director of Education, the Inspector-General of Agriculture and the Inspector-General of Forestry and Irrigation, which submits to the High Commissioner for approval regulations for agricultural schools and proposals for the employment of staff in the Higher School of Agriculture.

Territories with agricultural schools have a Supervisory Council consisting of the Head of the Education Department and the Head of the Agriculture Department. The circular states that: 'The Directorate-General of Education shall be the department responsible to the High Commissioner for the operation and administration of the various agricultural schools.'

Technical education is provided in the following three types of school:

Apprenticeship centres, where vacancies are filled by means of competitive entrance examinations, for pupils from 14 to 17 years of age who have completed their primary studies. The course takes at least three years and leads to the proficiency certificate (*certificat d'aptitude professionnelle*), which replaces all former diplomas from vocational schools. The written and practical tests are the same for all territories.

Technical colleges, where recruitment is by the competitive examination for admission to the first year of secondary studies, and by the examination for admission to the second and third years for pupils wishing to transfer from other schools. Secondary education (modern) of first-year standard is provided, followed by elementary technical instruction and then three years' preparation for the industrial certificate (*brevet d'enseignement industriel*); the professional certificate (*brevet professionnel*) is obtained after two further years' specialization.

Higher technical schools, providing general education of *baccalauréat* standard, with the main emphasis on mathematics and science. This general education is followed by two years' specialization. The School of Public Works at Bamako provides specialized training for such fields as topography, building design and civil engineering, and for technical assistants and building supervisors. The school at Dakar will prepare pupils for the technical *baccalauréat* (mechanics section), and for the competitive examination for admission to the national engineering schools, and will provide professional training for teachers in the various technical schools.

The staff of technical schools consists of teachers seconded from France or local candidates with equivalent qualifications. The curricula are modelled on those in France, the aim being to provide a comparable professional training.

Higher Education

The swift growth in the various territories of secondary schools leading to the *baccalauréat* has raised the problem of organizing higher education in A.O.F. itself.

The systematic award of scholarships to Africans for study in France was merely a temporary expedient; it became necessary for *Afrique Noire* to have a university of its own. Under a decree of 6 April 1950, an Institute of Higher Studies, attached to the Universities of Paris and Bordeaux, was established in Dakar as an initial stage in the organization of higher education. This institute, which may be further expanded, comprises higher schools of science, medicine, law and letters.

School of Science. Students wishing to enrol for the first year of medicine must hold the certificate for physics, chemistry and biology (P.C.B.), usually taken in science faculties. In 1948-49, simple provision was made at Dakar for a first preparatory year's study for this certificate. In 1949-50, more elaborate arrangements were made for the teaching of physics, chemistry and biology by highly qualified university lecturers holding the *agrégation*. Out of 18 candidates, 15 obtained their certificate at the

sessions in July and October 1950. A sufficient number of students were thus available for the first year of the future school of medicine.

Arrangements were first made in November 1949 for the preparation of the P.C.N. certificate (physics, chemistry and natural science), which is taken by students preparing for a degree in natural science.

In November 1950, the new science school took over the P.C.B. and P.C.N. certificates and also instituted the M.P.C. certificate (mathematics, physics and chemistry) for students taking a science degree.

School of Medicine. On 13 November 1950, the new school of medicine, designed gradually to take the place of the African School of Medicine, admitted 14 first-year students holding the *baccalauréat* and the P.C.B. certificate. The two basic subjects—clinical medicine and surgery—are taught by *agrégé* professors of medicine, with the help of qualified assistants drawn from among lecturers in the science school, military health officers and research workers from the Pasteur Institute. Instruction is provided on the premises of the African School of Medicine.

School of Law. November 1949 saw the inauguration of the first year's lectures for the law degree, which will provide a training for the many African civil servants and magistrates needed by A.O.F. In November 1950, the second year of the law degree was inaugurated in the new Higher School of Law. The teaching staff consists of French professors and several magistrates holding a doctorate of law.

Letters. As the time does not yet seem ripe for the establishment of a Higher School of Literature, a less ambitious approach has been made by providing a senior class in charge of four *agrégé* university professors who prepare for the general certificate of literature, preliminary to the arts degree (*licence-ès-lettres*).

Institut Français de l'Afrique Noire (IFAN). Mention should be made of the IFAN, a self-governing institute quite separate from the State educational system. Even pure scientific research is assuming growing importance in France's plans for the future of the African territories. Since 1943, it has been conducted in A.O.F. by the Office for Overseas Research (Office de la Recherche Scientifique d'Outre-Mer—ORSOM). But as early as 1936, A.O.F. embarked on an ambitious scheme of research by the establishment of a French Institute for Afrique Noire covering both the social and natural sciences, that is, all aspects of man and his environment. The institute is at present organized as follows: a federal institute in Dakar accommodates the general services (office of the director, administration, research, photography, design, sound films, central library, government archives, lecture room, exhibition room) and research sections (geography, ethnology, linguistics, archaeology and prehistory, zoology, entomology, botany, oceanography and marine biology). At Goree there is a laboratory for marine biology and a historical museum (in course of installation); there is also to be an aquarium.

But a headquarters is not sufficient, especially in so

vast a country. It is therefore proposed to set up a network of local centres (one for each territory), with two associated centres (in Togoland and the Cameroons), to which such specialized services may be attached as the hydrobiological station at Diafarabé, the IFAN base in the Nimba Range, the Abomey museum, etc.

IFAN has concentrated mainly on conservation (building up the basic collections required for all fields of study, and every form of documentary material; public museums; supervision of exports of objects of historical or artistic importance and of excavations, sites and natural monuments; nature protection), research proper (scientific utilization of the material assembled) and dissemination of the results (through lectures, films and publications).

The staff of IFAN forms a special unit, in which research workers with the grade of assistant must hold a degree. For administrative purposes, the institute is attached to the government of A.O.F., from which it derives its revenue; it is headed by a director assisted by a Higher Scientific Council. IFAN has corresponding and associate members; in addition, it may assist French or non-French research workers (who are given the title of members of the *École Française d'Afrique*) in carrying out short-term (six months to two years) field work.

It will be some time before IFAN is organized in its final form. The large establishments it possesses in Dakar and the various territories are already proving inadequate and further building plans are under consideration.

Lastly, IFAN already plays a not inconsiderable part in international life through its contacts with institutions and experts from other countries, its representation at congresses and conferences and such activities as the establishment of the biennial International Conference of West Africanists (Dakar 1945, Bissao 1947 and Ibadan 1949), and its work on the preparation of an International Atlas of West Africa.

The institute's work is of more than purely technical importance, aiming as it does at the formation of a Franco-African culture based on an intelligent fellow-feeling and service to a common ideal.

ADULT AND FUNDAMENTAL EDUCATION

As in France, political life and trade unionism and the people's share in the administration of the community, from the local to the federal level, imply some measure of adult education.

However, the Government has issued various orders outlining a policy for 'Adult Courses'. The Order of 1 May 1924, slightly amended by the Order of 22 August 1945, gives full information on this subject. In particular, it states that: 'Adult courses are intended: (a) to teach completely illiterate natives elementary spoken French, reading, writing and arithmetic; (b) to give further elementary instruction to pupils wishing to add to their stock of knowledge. The courses shall be free; three 1½ hour lessons shall be given a week, preferably after the afternoon's school lessons. The timetable and curriculum shall be arranged to suit the particular region and pupils' needs, after consultation with the administrative officer or the mayor and with the approval of the school inspector.

The colony or commune shall pay for the upkeep of equipment, the lighting of rooms, any educational material required by pupils and all expenses entailed in the courses for adults.

At the local level, many schools also have parents' associations which are represented on the various local councils and are largely instrumental in the operation and development of schools.

Nevertheless, as the great bulk of the population is illiterate, A.O.F. recently adopted a policy of fundamental education. In 1951, *Education Africaine*, the official review of the Directorate-General of Education, brought out a special issue dealing with the theory of fundamental education and its adaptation to the federation. A Federal Commission for Fundamental Education, including representatives of all the competent departments, was set up at Dakar. At its meeting on 18 March 1951, the commission stressed the need for concentrating in the immediate future on experimentation. One experiment was launched in Senegal early in 1952 for the purpose of investigating the possibilities and techniques of fundamental education in A.O.F. Similar experiments are being conducted in the Sudan, the Gold Coast and especially in Guinea.

SCHOOL WELFARE SERVICES

The Order of 22 August 1945 provided for the establishment of school canteens.

Medical inspection, which has been organized in all schools, is the responsibility of the head doctor of the health district. A medical record is prepared for each pupil.

Youth organizations, sports associations, scout movements, school-centred activities, youth hostels, etc. are

placed under the supervision of the Directorate of Physical Training, Youth and Sports, set up in 1950 under the Directorate-General of Education. The Scout movement, with several thousand members, is the most extensive in A.O.F. A few political movements and the Catholic movement (JOC) have youth sections. A network of youth hostels has been set up to cover the whole federation.

Sports associations are organized on much the same lines as in France. At present, there are 14 regional leagues or committees with their headquarters in Dakar. The federation as a whole has just over 200 associations. The favourite sports are football and basket-ball. A federal advisory body—the Higher Sports Council—also has its headquarters in Dakar.

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Source. France. Ministère de la France d'Outre-mer. *Bulletin de l'inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952. Paris. Note. Including 842 students on scholarships in France distributed as follows: secondary, 293; vocational, 302; higher, 247 (*grandes écoles*, 4; letters, 26; sciences, 20; law, 47; medicine, 52; pharmacy, 22; dentistry, 10; engineering, 36; agriculture, 5; veterinary, 6; preparatory course for *grandes écoles*, 19).

1. Staff of public schools only (local staff 2,966 for the whole territory).
2. Including four teacher-training schools and 20 teacher-training courses.
3. Including two teacher-training courses.
4. Including two teacher-training schools and three teacher-training courses.

5. Including one teacher-training course.
6. Including four teacher-training courses.
7. Including one teacher-training school and three teacher-training courses.

SUMMARY OF SCHOOL STATISTICS AS AT 1 JANUARY 1952

Level of education and type of school	Insti- tutions	Teachers	Students		Level of education and type of school	Insti- tutions	Teachers	Students	
			Total	F.				Total	F.
FRENCH WEST AFRICA					DAHOMY				
Primary					Primary				
Public schools	988	}	139 796	25 104	Public schools	128	}	19 272	3 972
Private schools	276		50 045	14 487	Private schools	90		22 282	6 606
Secondary					Secondary				
General					General				
Public schools ³	48	}	6 280	1 132	Public schools ³	4	}	557	126
Private schools ³	16		1 420	572	Private schools	3		319	174
Vocational					Vocational				
Public schools	73	}	3 102	286	Public schools	15	}	415	16
Private schools	8		200	133	Private schools	5		133	133
Higher					NIGER				
Institute of Higher Studies, Dakar					Primary				
	1	...	258	43	Public schools	59	}	6 299	1 133
					Private schools	5		264	74
SENEGAL					Secondary				
Primary					General				
Public schools	213	}	37 343	6 859	Public schools ⁵	2	}	185	13
Private schools	38		5 184	2 245	UPPER VOLTA				
Secondary					Primary				
General					General				
Public schools ⁴	13	}	2 377	570	Public schools	72	}	9 597	2 118
Private schools ⁴	6		597	291	Private schools	48		6 481	2 741
Vocational					Secondary				
Public schools	14	}	1 263	194	General				
Higher					General				
Institute of Higher Studies, Dakar					Public schools²				
	1	...	258	43	Public schools ²	4	}	391	20
					Private schools	1		136	—
GUINEA					Vocational				
Primary					Public schools				
Public schools	136	}	17 410	2 315	Public schools	9	}	210	52
Private schools	21		3 218	654	SUDAN				
Secondary					Primary				
General					Public schools				
Public schools ⁶	7	}	440	78	Public schools	180	}	23 656	4 508
Private schools ⁵	3		112	32	Private schools	14		11 711	334
Vocational					Secondary				
Public schools	16	}	330	—	General				
Private schools	1		37	—	General				
IVORY COAST					Public schools⁵				
Primary					Vocational				
Public schools	163	}	23 627	4 003	Public schools	12	}	587	18
Private schools	60		10 905	1 833	MAURITANIA				
Secondary					Primary				
General					Public schools				
Public schools ⁷	8	}	1 226	139	Public schools	37	}	2 592	196
Private schools	3		256	75	Secondary				
Vocational					General				
Public schools	7	}	297	6	Public schools ⁵	2	}	159	2
Private schools	2		30	—					

FRENCH EQUATORIAL AFRICA

Total population (1951 midyear estimate): 4,484,000.
Total area: 2,538,000 square kilometres; 980,000 square miles.
Population density: 2 per square kilometre; 5 per square mile.
Total enrolment (1952): 10,788 in primary schools.
Enrolment of girls as percentage of total: 14 per cent.

National revenue (1952 annual budget of the territory):
27,380,302,000 French francs.

The administrative area of French Equatorial Africa (A.E.F.) is made up of the following four territories: Gabon (chief town, Libreville), Middle Congo (chief town, Pointe Noire), Oubangui-Chari (chief town, Bangui) and Tchad (chief town, Fort-Lamy), Brazzaville being the federal capital.

The Governor-General, who is responsible for administration and the maintenance of order, is appointed by the President of the Republic. He is also High Commissioner of the French Republic and, as such, exercises certain personal powers (Decree of 4 May 1946). He promulgates laws, organizes the various departments of his administration, and plans the general budget. The Governor-General has the assistance of a government council—a consultative body composed of a secretary-general, the governors of the four territories, the heads of the chief departments, and four public figures appointed by him.

There is also an elected assembly, the Grand Council, with 20 members, which has deliberative and consultative powers and competence, at federal level, especially in economic and financial matters.

LEGAL BASIS

Education in A.E.F. is regulated by decrees issued by the High Commissioner, which cover the administrative organization, the curricula, and the system of operation of the schools, and provide for examinations. These decrees are promulgated on the proposal of the Inspector-General of Education.

The educational system in A.E.F. is at present undergoing extensive revision. The principal decrees or orders which regulate it are as follows: Order of 2 January 1937, concerning the general organization of education in A.E.F. (*Journal Officiel A.E.F.*, 1937, p. 134); Order No. 1758, of 28 July 1941, concerning the organization of the Department of Education in A.E.F.; Order of 6 July 1949, reorganizing the Inspectorate-General of Education.

ADMINISTRATION

The Department and Inspectorate-General of Education of A.E.F. were set up in 1941.

Public expenditure on education: 1,495,445,000 French francs.

Official exchange rate: 100 French francs = 0.2857 U.S. dollar.

Revised by the Ministère de la France d'Outre-Mer, Paris, in October 1952.

The present organization was set up by the Order of 6 July 1949, which defines the functions of the Inspector-General of Education and of the local heads of the education service in the four territories. The Inspector-General of Education—who acts as technical adviser to the High Commissioner, to whom he is responsible—deals, generally speaking, with all matters of State and private education, and supervises all staff. The heads of the service in the four territories carry out the same functions, under the authority of the local governors and the technical supervision of the Inspector-General of Education; the heads of sections are responsible for groups of schools—the school sections, of which there are at present six to eight in each territory.

The Inspector-General lives at the federal capital, Brazzaville; the local heads of the service live in the chief towns of the territories—Pointe Noire, Libreville, Bangui and Fort-Lamy.

Advisory bodies have also been set up—the Higher Council for Education, which gives advice on all questions concerning State and private education; the educational councils, which exercise the same functions in their respective territories; the local educational committees, which plan school policy in each area and decide what improvements are required in buildings and equipment.

This system is now being revised, having been rendered obsolete by the extension of primary education and the introduction of secondary and higher technical education. The Inspectorate-General is to become a Directorate-General of Education; the services in the four territories will become secondary school inspectorates; and the 'school sections', which are now inadequate for supervisory purposes, will be replaced by new educational districts, each with its own primary school inspector.

The broad lines of educational policy in A.E.F. are laid down by agreement with the Grand Council and the representative councils of the four territories—assemblies with a majority of African representatives.

Private education, which is in the hands of the Christian missions, is supervised, so far as teaching is concerned, by the public educational authority. It is governed by the same general provisions as State education as regards types of school curricula and timetables.

FINANCE

Expenditure is met by appropriations from the general (federal) budget, the local (territorial) budgets, and by grants from the French Government.

The general and local budgets provide funds for ordinary and extraordinary expenditure (salaries, scholarships, smaller building projects, upkeep of school premises, operational expenses). Financial assistance from the French Government (Investment Fund for Economic and Social Development—FIDES) is used for the construction and equipment of new buildings. Private education receives grants which cover about 80 per cent of its expenses. The appropriation for education rose from 1.81 per cent of the budget in 1939 to 5.07 per cent in 1945 and 6.6 per cent in 1950-51, in addition to the grants from FIDES.

The type of school building varies with local conditions. In the large towns and centres of local government the schools are built of stone or reinforced concrete and furnished in the usual style. The 'bush' schools, which are in such high demand among the rural population, are built in two stages—first comes a building constructed in local materials, the work being done by the villagers with the help of a few skilled workmen; this has only one classroom; it is replaced, after a period which varies according to the way in which it develops, by a stone or brick building, usually of the three-classroom type which provides the full cycle of primary education.

The newly-built town schools have modern furniture; the others have ordinary school furniture. The bush school, in its early stage, is furnished only with the bare necessities; when replaced by a permanent building its equipment is completed.

In an increasing number of cases the three-classroom type of building also has a workshop where vocational guidance can be given as a concluding stage of primary education. All schools in the centres of local government already have a workshop of this kind.

ORGANIZATION

All educational institutions admit European and local pupils, town or country dwellers, without distinction; for the pre-school and primary institutions and certain vocational schools there is no entrance examination; admittance to secondary and technical schools is subject to the passing of an entrance examination. In all State schools, education is entirely free. In the public pre-school, primary, technical, vocational and teacher-training schools, books and stationery are also supplied free. Textbooks are in the French language and are adapted to local circumstances.

Pre-school Education (3 to 6 years of age)

These provide physical exercises, sensory exercises (hand-work, drawing), speech and recitation exercises, observation tests conducted with familiar objects and persons, and exercises aimed at inculcating a moral sense. Children of 5 to 6 years of age receive their first lessons in reading, writing and arithmetic.

Primary Education (6 to 14 years of age)

During the first year the child learns to read. The rest of the curriculum is aimed solely at keeping up the good physical, intellectual and moral habits developed during pre-school training, or inculcating them if the child has not been through that training.

In the course of the next two or three years, simple elementary facts and ideas are imparted in regard to all the subjects taught. Thereafter, during the last primary school years, the concrete method is still retained, but the simple ideas are arranged in categories and the children are given their first notions of literature and science.

Primary education culminates either in the entrance examination to the secondary school, or in the examination for the primary school certificate. It has been found possible for almost all pupils, on the completion of their primary school period, either to continue their studies in technical, teacher-training or secondary schools, or to take up an apprenticeship.

Secondary Education (13 to 20 years of age)

There are five schools providing the first and second cycles of secondary education (at Brazzaville, Pointe Noire, Libreville, Bangui and Fort-Lamy), four providing the first cycle only (Dolisie, Oyem, Bambari and Bongor), one complementary school (Brazzaville), one school for training senior personnel (Brazzaville), and one Franco-Moslem college (Abéché).

The extension of primary education since the end of the second world war has led to a considerable rise in the secondary school enrolment—from 400 in 1945-46 to 1,200 in 1950-51, a figure which does not include winners of scholarships who have been sent to receive their secondary education in France. Native pupils make up 77 per cent of the total enrolment.

The *collèges* in the chief towns of the four territories provide a classical and modern education exactly similar to that given in metropolitan France; it consists of two cycles, each terminating with the *baccalauréat* (first part, classical and modern; second part, philosophy and mathematics). The first cycle (four years) is given, also, in the other *collèges* and the complementary schools; it leads up to the elementary certificate or to the lower secondary certificate (*brevet d'études du premier cycle*).

The recent opening of the *lycée* at Brazzaville will considerably reduce the cost of maintaining holders of secondary school scholarships in France, and thus make more funds available for the local institutions.

Vocational Education

There are a number of vocational training institutions. The pre-apprenticeship, apprenticeship and domestic science sections may be considered together; children between 14 and 16 years of age are admitted to them without an entrance examination. The pre-apprenticeship and domestic training centres are attached to the primary schools. The apprenticeship sections are independent institutions, to be found throughout the territory, some of them being operated by the State and others privately.

The curricula are aimed at preparing pupils for the duties of a self-supporting and useful adult existence in their home surroundings. The studies have a wide humanistic basis, but practical considerations are not forgotten. The general culture imparted is the same for all; practical training takes an important place and varies according to the background—town or country—and the district concerned.

Apprenticeship centres admit pupils from 17 to 20 years of age; there is no entrance examination when the number of places available is in excess of the applications. The subjects taught are joinery and carpentry, motor-car mechanics and masonry.

The vocational training school at Brazzaville, which has an entrance examination, takes pupils from 15 to 19 years of age and provides a course of secondary studies, corresponding to the first modern cycle, with special regard to practical work. The students also learn the elements of technology. After six months in the school, pupils are guided towards the speciality for which they are best suited—either mechanics, joinery and carpentry, masonry or commerce.

Centres of agricultural apprenticeship, which are attached to the schools of agriculture, take pupils from 14 to 16 years of age, with an entrance examination. The training is adapted to local conditions. Pupils are given a general education with special regard to practical village life, and technical instruction on the following subjects: general agriculture; the principal food crops, fruit-growing and industrial activities of the district; machines used in cultivating the soil and in harvesting and processing the crops; agricultural zootechnics; practical work (horticulture, smith's work, wheelwright's work, masonry, the organization and operation of a workshop).

The agricultural schools at Oyem (Gabon), Sibiti (Middle Congo) and Grimari (Oubangui-Chari) take particularly promising pupils between the ages of 17 and 20 from the apprenticeship centres, and also accept a few agricultural *moniteurs* who have already held posts. They provide a general education corresponding to the third secondary school year in the first modern cycle, and a technical training, adapted to local needs, the instruction supplementing in greater detail that given at the apprenticeship centres.

The Central School of Agriculture holds a competitive entrance examination for students of 19 to 22 years of age, and provides them with a general education and a theoretical and practical technical training. The third year is devoted to specialization.

Handicraft sections at Brazzaville (*Maison de l'Artisanat*), Bangui and Fort-Lamy admit pupils from 15 to 19 years of age without an entrance examination; they teach leather work, bookbinding, shoe-making, pottery, ceramics and sculpture.

Education of Teachers

Teacher-training schools have been set up to train African teachers; they have recently been reorganized, in view of the need to raise the standard of general and vocational education among teachers without slowing down the opening of new schools.

Until 1944, *moniteurs* were recruited by competitive examination from among holders of the primary school certificate; successful candidates took a year of special classes and then a course of practical teaching, with a terminal examination. Under the present system they are recruited from among pupils holding the lower modern secondary certificate. Teachers are trained in teacher-training schools to which pupils go after completing their course at one of the territorial *collèges*. The vocational training school at Brazzaville has a teacher-training and a technical section.

Sections for *moniteurs* (from 17 to 19 years of age, with a competitive entrance examination) are provided both by the State and in private education. The future *moniteurs* receive a general education which supplements what they have already been given; a course of practical training (handicrafts and agriculture for boys, sewing and domestic economy for girls); and elementary instruction in general teaching practice and school legislation. They also have to take trainee courses in a primary school, a pre-school section, a kindergarten and a dispensary.

The teacher-training schools at Bambari and Mouyondzi take pupils from 17 to 20 years of age, with a competitive examination, and give them a three-year course, corresponding to the second modern secondary school cycle, together with special training for their future work—professional conduct, child psychology, general and special pedagogics, school legislation and administration. The students must also take trainee courses in primary schools attached to these training schools.

A technical teacher-training section admits pupils following a competitive examination open to holders of the foreman's certificate when they complete their course at a centre of apprenticeship or a vocational training school. Students receive a general education, with elementary courses in general pedagogics and general technology. They are required to gain some idea of all the subjects dealt with.

Special Education

At Brazzaville there is a rehabilitation centre for juvenile delinquents, where the children detained are given the first essential elements of general education together with a vocational education which prepares them for apprenticeship to a trade.

Two centres for intensive vocational training, each with certain specialized sections, are operating under the supervision of a psycho-technical mission. The latter is responsible for the admission of pupils; it uses the method of tests. Successful candidates are assigned in groups of 15 to a specially trained *moniteur*. In eight or nine months, thanks to progressive methods of intensified practical training, they can be regarded as skilled workers. The course concludes with a practical examination. All teaching staff is carefully chosen and has received the special training provided by the Ministry of Labour.

System of Scholarships

There are three types of scholarship: (a) primary school scholarships for pupils from districts where no schools

as yet exist, who wish for a primary education; (b) secondary school scholarships giving admission to secondary schools in France or the federation, as the result of a competitive examination and after consideration of the applicant's school record and family circumstances; (c) higher education scholarships for study in France, reserved for the most promising pupils who have obtained the *baccalauréat* at the conclusion of their secondary school course, their family circumstances being taken into account.

ADULT EDUCATION

Adult education classes which parallel or continue the ordinary school course provide for the education of the general population and the further progress of the already literate, and there are advanced training courses for certain categories of workers. Adult education pursues a dual aim—literacy for all, and the further progress of the already 'advanced'. A fundamental education programme is also under consideration; a pilot project has been initiated in the Oubangui territory and other experiments will be made in remote districts during the next few years.

The Department of Social Welfare, acting in co-operation with the Departments of Education and Information, has inaugurated, and financed with funds drawn from its own appropriation from the general and territorial budgets, a four-year plan for the development of cultural institutions. These funds have made it possible to provide for the operation of cultural clubs, a film service, a section for the recording of African music, and a centre of African applied arts, and to purchase books and periodicals for the libraries of the cultural clubs.

A monthly magazine, *Liaison*, is brought out by the cultural clubs; it is prepared entirely by Africans and contains articles on social, cultural and economic questions and notes on the activities of the cultural clubs and the various groups concerned with literature, art and folklore; it is illustrated by drawings and photographs. Another monthly, *A.B.C.*, an illustrated magazine on African subjects, including education in A.E.F., has been appearing since January 1952.

The cinema section of the Social Welfare Department, by the use of specially made educational films with a commentary in the local language, instructs the illiterate part of the population in the basic techniques of crop-growing, stockbreeding, fishing, hunting and hygiene.

The record section collects African folk music, has it recorded, circulates the records to cultural clubs and youth organizations, and arranges for their broadcasting in the programmes of African music given by Radio A.E.F.

A centre and museum of African applied arts has been opened at Brazzaville. It is built in the local style and contains studios for painting, modelling and cabinet-making. Here the African craftsmen perfect their technique and the things they make are sold at cost price. There is also a centre which makes collections of pottery, basket-work and other local handicraft products of interesting quality. Exhibitions are arranged from time to time to introduce this local work to the public.

The independent library service is providing an ever-increasing number of people with a working instrument

which, though there has not yet been time to perfect it, can certainly be improved. The library at Government House contains about two thousand volumes (standard works on A.E.F., official journals, government publications, etc.), and has a reading-room where the public can consult books on general cultural subjects, newspapers and periodicals. The Alliance Française maintains libraries in the chief towns of the federation, and mention should also be made of the library of the civilian club at Brazzaville, the libraries of the military and cultural clubs, and that of the Institut d'Études Centrafricaines, which is of a more specialized character, intended for research workers and technicians.

SCHOOL WELFARE SERVICES

All schools in the chief towns of the various districts provide meals, and some of them take a few boarders, no fees being charged.

The health service is operated in every school by a doctor assisted by a male nurse. All pupils are vaccinated and regularly weighed and measured, individual records being kept on index cards. Medical supervision of the primary schools is carried out by the head doctor of the local health service. The sick are given free treatment, either in the dispensary or in the local hospital.

Youth movements—the Scouts de France (Catholic), the Eclaireurs Unionistes (Protestant), and the Eclaireurs de France (non-denominational)—are steadily gaining ground. In 1951 the A.E.F. scout organizations sent some thirty representatives to the International Jamboree in Austria.

Sport is taking a more and more prominent place in A.E.F. Clubs have been in existence for a long time past, and some of them have a considerable range of influence. This growing activity, and the constant increase in the number of clubs, have necessitated the introduction of a properly organized service, whose chief purpose is to promote sport in the federation and do everything possible to ensure its rapid progress. Side by side with the official services (Department of Social Welfare and Inspectorate-General of Education for School Sports), full scope is left to private initiative.

Various bodies, established by an order dated 9 January 1951, provide sports organizers with opportunities of expressing their wishes and giving advice. The A.E.F. Advisory Committee on Sports, at Brazzaville, directs the sports policy of the federation, gives its views on the problems submitted to it by the government departments, and makes suggestions for the extension of sport in the federation. It has been instructed to draw up a plan for the provision of sports equipment and to consider methods of raising funds for this purpose.

The provision of adequate premises and equipment for sports activities remains the chief problem, but supplies are arriving in ever-increasing quantities, and the situation may already be described as encouraging.

Particular success has been achieved in the matter of school sports; every school has a sports club, and competitions are arranged by the school sports service.

Special efforts are at present being made to develop sports among girls.

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SUMMARY OF SCHOOL STATISTICS, AS AT 1 JANUARY 1952

Level of education and type of school	Insti- tutions	Teachers	Students		Level of education and type of school	Insti- tutions	Teachers	Students	
			Total	F.				Total	F.
FRENCH EQUATORIAL AFRICA					GABON				
Primary					Primary				
Public schools	432	}	58 399	8 601	Public schools	113	}	12 267	2 373
Private schools	418		50 389	6 955	Private schools	110		12 788	3 046
Secondary					Secondary				
<i>General</i>		}	1 1 498		<i>General</i>		}	1 393	
Public schools ³	25			1 594	239	Public schools ³			6	368	34
Private schools ³	21		808	81	Private schools ³	11		265	17
<i>Vocational</i>					<i>Vocational</i>				
Public schools	50		1 907	741	Public schools	11		261	—
Private schools	47		1 555	881	Private schools	13		204	—
MIDDLE CONGO					TCHAD				
Primary					Primary				
Public schools	158	}	22 293	3 874	Public schools	69	}	7 968	397
Private schools	239		26 153	2 508	Private schools	9		805	1 67
Secondary					Secondary				
<i>General</i>		}	1 541		<i>General</i>		}	1 248	
Public schools ⁴	11			787	162	Public schools ¹⁰			3	149	5
Private schools ⁵	7		456	48	Private schools ¹¹	1		7	1
<i>Vocational</i>					<i>Vocational</i>				
Public schools	23		757	240	Public schools	3		110	1
Private schools	23		784	356					
OUBANGUI-CHARI									
Primary									
Public schools	92	}	15 871	1 957					
Private schools	60		10 643	1 334					
Secondary									
<i>General</i>		}	1 316						
Public schools ⁶	5			290	38				
Private schools ⁷	2		80	15					
<i>Vocational</i>									
Public schools	13		779	500					
Private schools	11		567	525					

Source. France. Ministère de la France d'Outre-mer. *Bulletin de l'inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952. Paris.

Note. In addition 185 students on scholarships in France, distributed as follows: 97 secondary, 58 vocational and 30 higher education (1 arts; 9 science; 3 law; 4 medicine; 1 dentistry; 2 engineering; 8 veterinary science and 2 preparatory courses to the *grandes écoles*).

1. Teaching staff in public schools only, including 1,062 local teachers for the whole territory.
2. Including two teacher-training schools and 12 courses.
3. Including 18 teacher-training courses.
4. Including one teacher-training school and six courses.
5. Including six teacher-training courses.

6. Including one teacher-training school and two courses.
7. Including teacher-training courses.
8. Including three teacher-training courses.
9. Including nine teacher-training courses.
10. Including one teacher-training course.
11. Teacher training.

FRENCH TOGOLAND

Trust Territory

Total population (1951 estimate): 1,014,000.
Total area: 55,000 square kilometres; 21,000 square miles.
Population density: 18 per square kilometre; 48 per square mile.
Total enrolment in 1952: 43,812 in primary schools.
Enrolment of girls as percentage of total: 20 per cent.

Total revenue (1952 annual budget of the territory):
2,869,858,000 French francs.

Togoland has a special status deriving, from the international point of view, from the Trusteeship Agreements of 13 December 1946, published in the *Journal Officiel* of the territory on 16 February 1948, in implementation of a decree dated 27 January 1948.

According to these agreements, France has 'full powers of legislation, administration and jurisdiction in the Territory' and, subject to the provisions of the Charter and the Agreement, may administer it according to French law, as an integral part of French territory (Article 4, 2, 1).

Laws and decrees concerning Togoland are promulgated by the President of the Republic in the ordinary way, and must be promulgated and made public by the Commissioner of the Republic, representing the central government.

Statutory authority is vested in the Commissioner of the Republic, who governs by means of local Orders. He issues these either on his own initiative or after consultation with the Privy Council or the Representative Assembly.

The Representative Assembly is responsible for safeguarding the interests of the territory. It deliberates or gives its opinion in the circumstances and on the subjects defined in Section III of the Decree of 25 October 1946.

The people of the territory do not possess French nationality, as the Law of 7 May 1946, which conferred French citizenship upon all nationals of French overseas territories, does not apply to them. They have the status of a people under French trusteeship, which is different from that of nationals of the French Union. As the laws now stand, therefore, natives of Togoland can only acquire French nationality through a personal application for naturalization. However, citizenship of the French Union, proclaimed in the Constitution of October 1946 (Article 81), entitles them, without restriction, to all the democratic rights and freedoms guaranteed by the preamble to that constitution, and they are thus eligible for all public offices in the French Republic.

In the further desire to ensure equality of treatment, and in recognition of the fact that Article 4 of the Trusteeship Agreement places them under French jurisdiction, the people of Togoland have been granted representation in the French Assemblies, in addition to their local franchise.

Public expenditure on education: 440,278,000 French francs.

Official exchange rate in 1952: 100 French Francs = 0.2857 U.S. dollar.

Revised by the Ministère de la France d'Outre-Mer in January 1953.

LEGAL BASIS

Education in Togoland is regulated by Orders issued by the High Commissioner. Chief among these are the following, from which an over-all view of the organization can be gained:

- Order No. 35/E, 18 January 1935, organizing an official educational system in Togoland;
- Order No. 227/49/E, 24 March 1949, reorganizing the primary school certificate;
- Order No. 456/50/E, 12 June 1950, setting up a Directorate of Education in Togoland;
- Order No. 160/50/E, 23 February 1950, defining the status of official secondary education;
- Order No. 465/50/E, 15 June 1950, introducing the examination for the elementary certificate in Togoland;
- Amendment to the Order of 24 March 1949, reorganizing the primary school certificate;
- Order No. 388/51, 6 June 1951, setting up the teacher-training school at Atakpamé;
- Order No. 471/50/E, 19 June 1950, introducing the lower secondary certificate;
- Order No. 964/50/E, 30 November 1950, determining the curricula for the primary schools;
- Order of 15 May 1950, setting up an examination centre at Lomé for the secondary school *baccalauréat*.

ADMINISTRATION

The official responsible for education is an *Inspecteur d'Académie* from France, who holds the rank of director. He is assisted by an educational council, of which he is chairman and which includes the representative of the Commissioner of the Republic, the medical inspector of the schools at Lomé or his deputy, the primary school inspector, the headmaster of the *collège* at Lomé, the directors of the *collège* at Sokodé and of the teacher-training school, the physical training instructor, representatives of Catholic and Protestant private schools, and representatives of the parents' associations.

The Director of Education puts before this council the measures he contemplates taking in the interests of the service, such as plans for increasing school accommodation, suggestions for timetables and curricula, scho-

larship system, organization of competitive and other examinations.

In the supervision of primary education, the Director of Education is assisted by two primary inspectors and seven educational advisers. The Directorate of Education has a secretariat, comprising a secretary and clerical staff. The Director also takes charge of the Service of Physical Education and Sports with the assistance of a native official who is responsible for distributing sports equipment, preparing a timetable of competitions, and settling disputes.

Finance

The sums expended on education may be divided into two distinct categories—those from the local budget, and those from the Fonds d'Investissement pour le Développement Économique et Social (FIDES). The operating costs of the Directorate of Education, teachers' salaries and grants to missions are all covered by the local budget of the territory, as is part of the cost of erecting or fitting up primary school buildings. The FIDES funds come from France and are reserved for the erection and equipment of new school premises to serve the territory.

Tuition is entirely free; no fees are payable, and even books, exercise books and stationery are provided; this, incidentally, lays a heavy burden on the education budget.

Private Education

Mention should be made of the part played in the development of education in Togoland by the private schools, both Catholic and Protestant.

The Catholic missions are at present operating 318 primary education classes. The teaching provided adheres strictly to the timetables and curricula of the State schools; the recruitment of teachers is supervised by the Primary Education Service; and at the end of the course the pupils sit for the primary certificate, the examination being identical with that taken by the children in State schools. Secondary education is provided by two *collèges*, one for boys and one for girls. The missions also operate a teacher-training school (Togoville) and a group of workshops (the vocational school at Lomé). Boys are taught by members of the Catholic mission of Lyons, and girls by nuns from Notre-Dame-des-Apôtres, Lyons. There are also catechism schools, where the instruction is chiefly religious (given in the vernacular) but which also teach elementary reading and writing.

The majority of the Protestant missions are situated in the districts of Lomé and Palimé. Secondary education is provided by the complementary school at Lomé. The most promising pupils go on to the *collège* at Lomé for their upper secondary course. The Protestant mission schools make a special feature of manual work (sisal-plaiting, basket-work, modelling and carpentry for boys, sewing and knitting for girls). The curricula are the same as those of the State schools, except that they give special attention to the teaching of the local dialects—Ewe in the south and Cabrais in the north. Most of the schools are operated by the evangelical missions of Paris, except in the Anécho district, where education is in the hands of

the Methodist mission of London. There are also nursery schools, directed by catechism teachers, where children of both sexes, between 5 and 7 years of age, receive religious instruction and are taught reading, writing and arithmetic in their own language.

The system of grants-in-aid is laid down in Orders No. 653/E, of 30 November 1943, and No. 3568/F.IA, of 7 October 1943, issued by the Governor-General of French West Africa. The amount of these grants varies according to the number of teachers, their grade (graduate secondary school teachers, primary school teachers, or *moniteurs*) and their seniority. Private schools also receive considerable bonuses for results achieved—proportionate to the number of pupils who are successful in the various competitive and other examinations.

Private school pupils can compete for scholarships on the same footing as the pupils of State schools. Substantial grants were also made by the local budget and the FIDES plan towards the cost of building the larger schools (the *Collège* Saint-Joseph at Tokoin, the Catholic school of domestic science, and the Protestant mission school at Lomé).

ORGANIZATION

Primary Education

Educational systems and curricula are definitely based on those of France. They are the same both in State and private establishments. The necessary steps have, however, been taken to adapt them to African conditions. Natural science, history and geography textbooks adapted to Africa and the tropical regions have been made available to teachers and pupils and, thanks to these new books, which bear witness to a considerable effort on the part of the publishing houses, lessons are now more in keeping with surroundings and climate, and therefore more interesting.

School attendance is not as yet compulsory. It is more satisfactory in the southern than in the northern districts. The latter being rural and pastoral in character, the children very often stay away from school at the peak periods of agricultural work.

Primary education is provided for all classes of the population without discrimination. It lasts six years—a two years' preparatory course, a two years' elementary course and a two years' intermediate course. At the end of this period the children take the primary certificate.

The teaching of the vernacular languages gives rise to a problem. In June 1951 the Directorate of Education arranged a large meeting, at which the most competent representatives of the different local dialects were asked to give their views. Even after lengthy discussion it proved impossible to decide which were really the most prominent among what are described as the 22 'important' dialects in use in Togoland. To put an end to these discussions it was decided that teachers should, so far as possible, begin their careers in the elementary classes of schools in their own district, where they could give the children some character training and lessons in handwork and singing in the local dialects. Last year the use of the

vernacular languages, especially in these elementary classes, was introduced as a permanent measure.

Secondary Education

Secondary education is provided at the *collèges* at Lomé and Sokodé, at the teacher-training school at Atakpamé, and at the following private schools: the mission schools of Saint-Joseph (Tokoin) and Notre-Dame-des-Apôtres, and the complementary schools of the Evangelical mission.

The secondary school course lasts seven years and is divided into two cycles. At the end of the first cycle (four years), pupils may sit either for the elementary certificate (*brevet élémentaire*) or for the lower secondary certificate, after obtaining which they are entitled to take the competitive and other examinations giving access to the much sought-after upper cycle of local secondary education. The children who enter this second cycle work for the *baccalauréat*.

The secondary school curricula are identical with those adopted in France. The pupils are divided into three sections: A, Latin and Greek; B, Latin and science; C, Modern subjects.

The most gifted pupils generally choose a classical education. The majority take a modern course with special emphasis on mathematics and experimental science. The pupils in the classical sections take only one modern language, usually English; those in the modern sections take Spanish as well.

Pupils are at present admitted to the secondary schools at the age of 14 (two years later than in France), so that they are about 19 or 20 when they sit for the *baccalauréat*.

Vocational Education

Vocational education is provided in the commercial section of the *collège* at Lomé, in the technical section of the *collège* at Sokodé, and in six rural apprenticeship centres—at Lomé, Anécho, Palimé, Atakpamé, Sokodé and Mango. At the annual competitive examination for access to secondary education, candidates are entitled to opt for the technical schools—the commercial section of the *collège* at Lomé, the technical section of the *collège* at Sokodé, or the domestic science section of the girls' school at Lomé. These sections prepare pupils for the certificate of proficiency in the various branches of technical education (fitter, carpenter, mason, mechanic, assistant bookkeeper, shorthand-typist, clerk, or *monitrice* in a domestic science course).

Higher Education

The *baccalauréat* gives access to higher education. Successful candidates receive scholarships and go to France (or to Dakar), to attend universities or higher technical schools.

The annual value of the scholarship was raised in 1951 to 300,000 francs, and the total sum expended on scholarship-holders was 15 million C.F.A. francs. Scholarship-holders who pass their yearly examinations are also entitled, every two years, to a free journey home on holiday.

Education for Girls

A great effort has been made to provide better education for girls. New classrooms for girls have been opened in the districts of Lomé, Atakpamé, Palimé and Lama-Kara. There are obstacles, however, to the expansion of this branch of State education. Parents in the southern districts prefer to send their daughters to private Catholic schools, which for many years had almost a monopoly of the teaching of girls. The nuns of Notre-Dame-des-Apôtres have, moreover, added to their teaching facilities, with help from FIDES, by erecting a fine building to be used for domestic science courses.

In the northern districts of the territory, which are largely Mohammedan, there is some reluctance to send girls to school at all. Officials and tradespeople are, however, setting a good example, and the girls' schools opened at Lama-Kara and Sokodé are flourishing.

Girls are educated according to the same standards as boys, and take the same competitive and other examinations. The only differences are in practical tests, where the physics questions are replaced, for the girls, by questions on health and child welfare and the drawing examination by a dressmaking and sewing test; there are also separate criteria for allotting marks in physical education tests.

Special Education

The Tové-Palimé Centre for supervised rehabilitation, opened three years ago, now has official status. It is in charge of a teacher whose rehabilitation work is proving successful, and the atmosphere is by no means that of a prison. The buildings stand by the roadside near Palimé; they are surrounded by trees and are not fenced in. On Sundays the inmates join in the sports events in the neighbouring town. The timetable provides for manual instruction in the workshop during the morning, general educational classes in the afternoon, and gardening in the evening.

ADULT EDUCATION

Courses for adults are undoubtedly the most popular of the usual types of mass education. In 1951, Togoland had 135 of these, the elementary courses being directed by *moniteurs* and the higher courses by teachers. The elementary courses are chiefly devoted to reading, writing, and simple arithmetic. They are usually given in the vernacular languages. The higher courses are more or less equivalent to the intermediate course in the schools, and lead up to the primary school certificate, for which 489 evening school pupils sat in 1951, 60 of them with success.

In 1951 an important conference, at which the Secretary-General presided and which was attended by all heads of services in the territory and by a number of prominent people from the different districts, was held to consider the launching of a fundamental education project similar to those instituted by Unesco. The necessary funds were voted by the Representative Assembly at the request of the government.

Spelling-books in the vernacular languages, specially prepared for mass education, are being printed with the help of missions and financial support from the Directorate of Education.

EDUCATION AND STATUS OF TEACHERS

Moniteurs are recruited from among boys who hold the primary school certificate and have obtained at least 80 per cent of the required marks in the examination for the *brevet élémentaire*. After a brief vocational training they specialize in teaching the lowest primary school classes (the preparatory and elementary courses). In principle, the *moniteur* is only at the beginning of his career; he continues to work for his elementary certificate and, after obtaining it, is enrolled in the local body of assistant teachers (*instituteurs-adjoints*). These young teachers are extremely useful in connexion with the opening of many new classes.

The assistant teachers hold the elementary certificate and the teachers' certificate. The best of them come from the teacher-training schools of French West Africa and the teacher-training school at Atakpamé, where they are given suitable vocational training. The practising school (*école annexe*) serves as a demonstration school; the future teachers can be present during typical lessons given there every day, or can give lessons themselves under the supervision of experienced teachers. The final year of their training includes longer periods of practical experience in the neighbouring village schools, during which they are kept under observation by the primary school inspector. Finally they may receive the teachers' certificate, which gives them the status of fully qualified teachers.

Full teachers hold the higher certificate or the *baccalauréat*, together with the teachers' certificate. They constitute the elite of the local teaching profession. Some of them have attended courses at teacher-training schools in France. Generally speaking, they are appointed as directors of the large schools or as educational advisers. They are thus responsible for the progress of the beginners, whom they must guide and help in preparing for their examinations.

In the secondary schools, literature, science and modern languages are taught by holders of a secondary teachers' certificate from a French university.

All these posts are open to citizens of the French Union, without discrimination. The educational adviser of the Lomé district—the most important of all—is a native of Togoland, and a science graduate from Porto-Seguro has been appointed to the Chair of Physics at the *collège* of Sokodé. Several posts are already being reserved for young natives now studying in France.

The retirement age—at which teachers are entitled to a pension from the Inter-Colonial Pensions Fund—is 55, for all members of the profession.

There is a Teachers' Union which is in constant touch with the local Directorate of Education and also with the unions in France. Up to now, the Secretary of the Teachers' Union of Togoland is educational adviser to the Lomé district. The union takes an active share in the

drafting of regulations and statutes for the teaching profession. It is regularly represented at meetings of the joint committees, at which the promotion lists are drawn up and the annual transfers of teachers decided.

The status of the teaching staff will be placed beyond dispute only when all teachers have to enter their profession by way of the teacher-training school. By 1952, when the first group leaves this school, its members will have been given a satisfactory standard of general culture and an appropriate vocational training.

SCHOOL WELFARE SERVICES

About a hundred school co-operative societies are now rapidly gaining ground. The educational authorities are showing increasing interest in this type of activity, through which the children come to appreciate the advantages of co-operation. The societies draw their funds from the sale of small quantities of kapok, coffee-beans, sisal, etc., gathered by the children, or objects made by them at handwork classes (pottery, basket-work, mats, ropes, esparto-grass work, embroidery, sewing, knitting). One of the most interesting experiments was the setting up of school printing shops on the Freinet system. The young members of the co-operative arranged exchanges of newspapers with other activity-method schools in Africa and Europe. Some schools have also joined the international school correspondence movement, and the pupils correspond regularly with other schoolchildren in the most distant parts of the world.

Pupils receive free medical treatment, and individual records are kept throughout the period of school attendance. Any treatment prescribed is given without charge at the nearest dispensary or hospital.

The various youth movements in Togoland—scouts, *éclaireurs* and *unionistes*—are affiliated to the corresponding organizations in France. In 1951, 15 representatives of these movements attended the International Jamboree at Bad Ischl, and this contact with the Scout movement at an international level has led to a great improvement in the educational value of the youth organizations. The Scout movement is at present very popular with the children of Togoland; it had about 1,500 members in 1951.

Togoland has 19 football clubs, which are properly organized and have formed a federation. They hold a territory-wide competition every year, and also play a number of matches against the surrounding territories—Dahomey, Gold Coast and Nigeria. In addition, there are three tennis clubs (at Lomé and Palimé), one boxing club, and three clubs for basket-ball and volley-ball.

The Directorate of Education and Sports makes grants towards the initial cost of playing fields.

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SUMMARY OF SCHOOL STATISTICS AS AT 1 JANUARY 1952

Level of education and type of school	Insti- tutions	Teachers	Students	
			Total	F.
Primary				
Public schools	153	1 455	22 450	4 090
Private schools	140		21 362	4 725
Secondary				
<i>General</i>				
Public schools ²	3	1 455	452	47
Private schools ³	5		458	112
<i>Vocational</i>				
Public schools	7	1 455	244	38
Private schools	2		101	20

Source. France. Ministère de la France d'Outre-mer. *Bulletin de l'inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952. Paris.

Note. In addition, 104 students on scholarships in France, distributed as follows: secondary, 12; vocational, 23; higher, 69 (arts, 7; science, 17; medicine, 15; pharmacy, 7; law, 5; dentistry, 4; engineering, 8; agriculture, 1; veterinary science, 1; preparatory course for *grandes écoles*, 4).

1. Staff of public schools (French staff, 29; local, 401; assistants on contract basis, 25).
2. Including one teacher-training school.
3. Including one teacher-training school and one teacher-training course.

Total population (1951 estimate): 3,125,000.
Total area: 441,000 square kilometres; 170,000 square miles.
Population density: 7 per square kilometre; 18 per square mile.
Total primary school enrolment, as at 1 January 1952: 141,648.
Enrolment of girls as percentage of total: 17 per cent.

Total revenue in 1952 (annual budget of the territory):
20,042,756,000 French francs.

The status of the Cameroons is defined by the Trusteeship Agreement approved by the General Assembly of the United Nations on 13 December 1946. This agreement, sanctioned by the Decree of 29 January 1948 which gave instructions for its publication, designated the French Government as the administering authority for this territory, in accordance with Article 81 of the Charter of the United Nations.

The Cameroons elect representatives to the French National Assembly. Executive power is exercised by the French authorities. The High Commissioner, in whom

FRENCH CAMEROONS

Trust Territory

Public expenditure on education in 1952: 1,216,338,000 French francs.

Official exchange rate in 1952: 100 French francs = 0.2857 U.S. dollar.

Revised by the Ministère de la France d'Outre-Mer in January 1953.

the powers of the Republic are vested, is the head of the administration. The Representative Assembly (which has deliberative powers) consists of 40 elected members.

LEGAL BASIS

Public education in the Cameroons is regulated by Orders issued by the High Commissioner. The Order of 11 July 1950 is the basic instrument to be relied upon for any overall view of its organization.

Further recent texts include the following, adopted in 1951:

- Orders of 3 April 1951 and 3 September 1951, specifying the numbers of State-employed and private teachers;
- Order of 31 May 1951, relating to private education;
- Ministerial Order of 20 September 1951, relating to scholarships, loans on trust, and aid to students in metropolitan France;
- Order of 5 August 1951, specifying the amounts of scholarships in metropolitan France;
- Decision of 25 January 1951, providing for grants to missions;
- Order of 20 October 1951, establishing complementary schools (*cours complémentaires*).

ADMINISTRATION

The department is headed by a Director of Public Education, with an Assistant Director under him.

In the case of State schools, the Directorate of Public Education is responsible for the administrative and technical aspects of all questions relating to the various types of education, out-of-school activities and continuation courses, physical education and games: in the case of private schools, it is responsible for the technical aspects only.

In October 1951 the Inspector of Technical Education was appointed Assistant Director, and now deputizes for the Director when necessary. On 1 December 1951, certain of the Director's powers were permanently delegated to a deputy inspector, residing in the northern Cameroons, in order to facilitate and expedite the solution of the urgent problems connected with education in that part of the territory.

The Director and Assistant Director of Public Education in the Cameroons supervise the central office at Yaoundé, a bureau of educational surveys, and the inspectors of primary education.

For purposes of primary education, the territory is divided into five districts—northern (headquarters at Garoua), central (headquarters Yaoundé), western (headquarters Nkongsamba), coastal (headquarters Douala) and southern (headquarters Eholowa).

As regards administration, the task of the inspectors is to settle all local problems concerning the organization and improvement of primary education. On the technical side, they are responsible for the entire teaching staff, whether State-employed or private, in their district. They are also expected to organize, at regular intervals, seminars and educational conferences to increase the capability of the staff in their charge.

The principals of the following institutions are directly responsible to the Directorate of Public Education in the Cameroons: the Lycée Général-Leclerc at Yaoundé; the modern *collège* for boys at Nkongsamba; the modern *collège* for girls at Douala; the classical and modern *collège* for boys and girls which is being built at Douala; the vocational training school at Douala; and the complementary schools at Garoua and Bertoua.

The Inspector of Technical Education stationed at Douala closely supervises all matters connected with the

vocational training given at the Douala vocational training school and in the apprenticeship centres.

FINANCE

The funds made available for education are of two kinds—those from the budget of the territory itself (which cover the expenses of the Directorate of Public Education, the salaries of the African primary teachers, grants to missions and the building of primary schools), and sums allocated by the French Investment Fund for Economic and Social Development (Fonds d'Investissement pour le Développement Économique et Social—FIDES), which are used for the construction and equipment of new school buildings in the interests of the territory.

The financial assistance given to the missions is considerable. In 1951 it represented 24.67 per cent of the total amount allocated to education in the territory's budget. It should be noted that private schools also receive funds from FIDES.

ORGANIZATION

Primary Education

State primary education in the largest schools consists of an entire cycle of studies. The classes are arranged in the following sequence: a section for the elementary study of French (one year, 6-10 years of age being admitted); a preparatory section (one year, age range 7-11); an elementary course (two years, age range 8-13); and an intermediate course (two years, age range 10-16).

As many village schools do not provide the entire cycle, their most promising pupils have to go to the nearest of the larger schools in order to complete their primary education. Efforts are now being made to avoid such transfers by increasing the number of complete primary schools to the highest possible figure. The primary school offers two possibilities:

Firstly, pupils in the intermediate course (first year, between 10 and 15 years of age) can sit the entrance examination for the first year of secondary studies, which entitles them to enter a secondary school (classical, modern long, modern short, or technical) or a complementary school, with a view to their training as administrative or technical staff.

Secondly, pupils in the intermediate course (second year, between 12 and 16 years of age) who are unable or unwilling to proceed to secondary education sit for the primary elementary certificate and can then either cut short their studies, which at that point may possibly suffice for their purpose, or pass on to a pre-apprenticeship section or a vocational training centre (for the training of skilled workers), for which they are required to pass an entrance examination.

The curricula of private and State schools are identical; but, though the subjects are the same as those taught in the schools of metropolitan France, they are specially adapted—at least in the primary schools—to African life. Thus, negro children are introduced to the French language

and culture by African teachers, in a special course known as the *classe d'initiation* (elementary study), which precedes the usual preparatory course.

The number of primary schools and classes, and the total pupil enrolment, show an increase both in State and private education. Primary education is still confronted by three urgent problems. In the first place, educational facilities need to be more evenly distributed, the southern district being in advance of the northern in this respect. In the second place, education for girls and women requires to be developed, since it is the most effective means of improving the social status of women. Very encouraging progress is already being observed as a result of practical, active education, based on new methods and supplemented by domestic science courses, and the opening of separate schools for girls, staffed by women teachers; the enrolment of girls in primary schools increased from 1,536 in 1938 to 19,000 in 1950 and nearly 24,000 in 1951. Every encouragement is also given to the most talented girls to carry on from primary to secondary education. In the third place, the missions should strive to improve the quality of their education, which is given on a very extensive scale: their considerable share of the local budget will probably enable them to do this.

Secondary Education

Secondary education was established in the Cameroons in 1945. On leaving the primary schools, the children are encouraged, according to their age and ability, to pass on either to the short course modern school or to the long course classical and modern school.

The short modern course, which prepares pupils for the elementary certificate (*brevet élémentaire*) and the lower secondary certificate (*brevet du premier cycle*, fourth year), is given in State schools (*collèges* and complementary schools) and in private institutions. The curricula are more or less the same as in the secondary schools of metropolitan France, as they lead up to the same examinations.

The long classical and modern course now provided in the Cameroons is identical with that given in France. It terminates, after six years of study, in the various *baccalauréats* (arts, philosophy, experimental sciences or elementary mathematics).

Vocational Education.

Primary education may serve as an introduction to vocational education. The latter is given in several different types of institution, and is divided into secondary technical education, public and private vocational education, and domestic training.

Secondary technical education, given at the vocational training school at Douala, leads to the industrial education certificate, the normal goal of a pupil in a French technical college.

Public and private vocational education is given in centres of apprenticeship or pre-apprenticeship, and trains skilled workers (fitters, mechanics, builders, electricians, woodworkers). The Protestant vocational schools and the Catholic apprenticeship centres receive a generous share of the grants allocated by the territory.

Domestic training, whose purpose is to help the girls and young women of the Cameroons to raise the standard of health and comfort in African homes, lays the main emphasis on sewing, housework, hygiene, child care, cooking, gardening, and poultry rearing, etc.

ADULT EDUCATION

The literacy campaign has been extended by the opening of new adult education classes, which were attended in 1951 by over 10,000 men and women. It is supplemented by evening classes for State employees, which help them to rise more quickly in the administrative ranks; the vocational training centre at Douala, which receives a government grant, gives one-year courses of this kind in shorthand-typing, bookkeeping and accountancy. Other methods, such as films, travelling libraries and correspondence courses, are also used with some success.

Mention should be made of some activities of the Institut Français d'Afrique Noire, which tries to encourage local craftsmen to preserve the distinctive character of their work.

STATUS OF TEACHERS

Teachers may be either on the metropolitan register (seconded staff) or on the local register. They may be on either a contractual or an auxiliary basis. Salary scales are the same as those in France. The pension system is either that of civilian pensions (for seconded staff), or that of the Inter-Colonial Pensions Fund (Caisse Inter-coloniale des Retraites—CIR).

SCHOOL WELFARE SERVICES

School meals are provided in the primary schools of the chief towns in the different districts. All pupils are medically examined at school at regular intervals (usually twice a year). Certain hours are reserved for consultations at the town and country dispensaries. The Health Service also keeps a strict watch over the school buildings and the physical conditions in which the pupils live, and insists upon any rearrangements or improvements that may be required in the interests of health.

There is a training centre for monitors in physical education, at Dechang; and courses are held annually, in different towns in the territory, to familiarize primary school monitors with methods of physical training, the Scout movement, and active methods of teaching. The French Federation of Boy Scouts in the Cameroons consists of three affiliated groups—the Scouts de France, the Éclaireurs Unionistes, and the Éclaireurs de France.

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SUMMARY OF SCHOOL STATISTICS AS AT 1 JANUARY 1952

Level of education and type of school	Institutions	Teachers	Students	
			Total	F.
Primary				
Public schools	234	1 213	28 634	6 449
Private schools	1		113 014	17 434
Secondary				
General				
Public schools ^a	5	1 662	952	93
Private schools	7		558	74
Vocational				
Public schools	9	6	444	150
Private schools	6		67	14

Source. France. Ministère de la France d'Outre-mer. *Bulletin de l'inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952. Paris.

Note. In addition, 255 students on scholarships in France, distributed as follows: secondary, 106; vocational, 84; higher, 65 (*grandes écoles*, 7; letters, 7; science, 15; medicine, 10; law, 14; dentistry, 1; schools of engineers, 4; preparatory course for *grandes écoles*, 7).

1. Staff of public schools (French staff, 177; local, 441; assistants on contract basis, 44).

2. Including one teacher-training school.

FRENCH SOMALILAND

Total population (1952 estimate): 62,000.

Total area: 22,000 square kilometres; 8,500 square miles.

Population density: 3 per square kilometre; 7 per square mile.

Total primary school enrolment: 1,394.

Enrolment of girls as percentage of total: 21 per cent.

Total revenue (1952 annual budget of the territory):
1,025,408,000 French francs.

The territory is administered by a Governor-General. The seat of government is at Djibouti.

The Somalis, formerly French subjects, are now citizens whose status is based on customary law, with the possibility of acceding to a common law status. They send delegates to the Representative Council, which assists the Governor-General, and representatives to Parliament.

LEGAL BASIS

The Department of Education is organized on the basis

Public expenditure on education: 42,801,000 French francs.

Official exchange rate: 100 French francs = 0.2857 U.S. dollar.

Revised by the Ministère de la France d'Outre-Mer, in January 1953.

of Orders promulgated by the Governor-General. These Orders define the administrative structure, the system of studies and the methods of operating the schools, and establish terminal examinations.

The most important of these Orders are No. 546, of 1 June 1948, which reorganized the primary certificate (*certificat d'études primaires élémentaires*), and No. 545, of 31 August 1944, which established the Department of Education.

ADMINISTRATION

The Department of Education is under the authority of an inspector of primary education, who deals with all matters concerning staff, finance and administration, and school inspection. He is assisted by a technical instructor, who also teaches bookkeeping and typing.

The missions take a share in providing education, which is available to native and European children without discrimination. In particular, they receive, bring up and educate orphans of both sexes.

The Head of the Department of Education maintains contact with the missions and supervises their private schools (at Djibouti they have a boys' school with five forms and a girls' school with six forms, and at Ali-Sabieh a boys' school with one form).

The population helps to decide questions of educational policy and administration. The Representative Council is consulted regarding the organization of education—primary, secondary, technical and vocational.

School inspection is entrusted to the head of the department, who inspects all State school staffs at least once a year, and also visits private schools.

FINANCE

The ordinary expenditure of the Education Department is met from the local budget. Financial assistance from France is reserved for the building of new schools, and comes from the educational appropriation of the Investment Fund for Economic and Social Development (FIDES) plan.

At an earlier stage, Djibouti had only one non-denominational school. This was recognized as insufficient; it has been supplemented by another institution which consists of the school proper, a vocational school with a large workshop, living accommodation for the headmaster and the teachers, and offices. The building was finished in 1951. In planning the 40 dwelling houses which are to form the nucleus of the future native village, provision has also been made for a local school with three classes. A plan for further school buildings is now being carried out. There are to be 16 new classes at Djibouti and 13 in the interior of the country. The centres of Tajurah, Dikhil and Ali-Sabieh have stone buildings as classrooms.

Teaching, textbooks and stationery are all provided free. The textbooks used are those best adapted to local conditions, specially published for Afrique Noire or Northern Africa.

Scholarships and grants are provided, solely in the light of the pupil's aptitude and family situation, ethnical considerations being entirely disregarded.

ORGANIZATION

Education, which is now compulsory, is eagerly sought after by the population. European and native children attend the schools together. For European children, attendance is compulsory, as in France, from 6 to 14 years of age. In the case of native children this period may

be reduced by from two to four years. By mingling in the schools without distinction of race or origin, all the children acquire tolerance and a sense of confident co-operation.

The curriculum follows that of French schools, with slight modifications. It leads up to the primary school certificate. Each year's instruction in civics includes talks on the United Nations. Teaching is given in French; the native languages have no written form, and vary from one tribe to another. There is no pre-school education.

Primary education. There are 23 primary classes.

Secondary education. The secondary schools, which were inaugurated in 1949, at present have three classes (for the first, second and third years). A class for fourth-year studies will be opened for the school year 1952/53.

Vocational education. There is a vocational school at Djibouti. The instruction is given by foremen who are fully qualified both as technicians and as teachers, and pupils are trained to work in wood and iron (smiths, turners, mechanics). They are given a midday meal and working clothes free of charge. The course lasts three years. Working conditions are pleasant, as the buildings are modern and are equipped with machine tools operated by a generating plant.

A commercial course was opened in October 1951. Accountancy and typing are taught.

Teacher training. Present circumstances do not permit of a separate teacher-training school. To meet the needs of the territory, however, *moniteurs*—who must hold the primary certificate—are trained by taking practical courses in the schools of Djibouti, together with a course of pedagogy given by the Head of the Education Department.

Special education. A rehabilitation centre for juvenile delinquents has been opened at Obock.

ADULT EDUCATION

Classes for adults are regularly held on the school premises. They are intended both for illiterates, who make up the majority of the pupils, and for persons who wish to improve their French. No fees are charged. The subjects taught are French, arithmetic, typing and bookkeeping. In 1951 there were four courses for the illiterate, two elementary courses, one intermediate course and one course on the level of the primary certificate.

A considerable proportion of the inhabitants being nomads, illiteracy is fairly widespread.

The standard of handicrafts is low. The output is confined almost entirely to objects for local use—metal work, articles made of esparto grass, wickerwork or woodwork.

STATUS OF TEACHERS

The teaching staffs consist of *moniteurs* who hold the elementary primary certificate and teachers who hold the *baccalauréat*.

SCHOOL WELFARE SERVICES

The interior of the country being inhabited by nomads who follow their flocks in search of pasture, the schools there provide free meals for all children at midday, and even in the evening.

At the school centre at Djibouti a native male nurse is always in attendance. Regular medical examinations take place at the dispensary to discover cases of contagious disease.

Since October 1951, two young teachers with experience of youth movements have been giving instruction to a number of pupils, from among whom future youth leaders will be selected to extend the movement. Initial progress is rather slow and, especially among the Danakil, the teacher finds considerable apathy and a markedly individualistic spirit.

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SUMMARY OF SCHOOL STATISTICS AS AT 1 JANUARY 1952

Level of education and type of school	Insti- tutions	Teachers	Students	
			Total	F.
Primary				
Public schools	6	144	830	47
Private schools	4		564	246
Secondary				
General				
Public schools ¹	2	144	24	4
Private schools	1		11	—
Vocational				
Public schools	3	144	164	41
Private schools	1		18	18

Source. France. Ministère de la France d'Outre-mer. *Bulletin de l'inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952. Paris.

1. Staff in public schools only (local staff, 18).
2. Including a teacher-training course.

COMORO ISLANDS

Total population in 1952: 166,000.

Total area: 2,170 square kilometres; 840 square miles.

Population density: 76 per square kilometre; 198 per square mile.

Total enrolment in primary schools: 2,216.

Enrolment of girls as percentage of total: 7 per cent.

Total revenue in 1952 (annual budget of the territory): 323,460,000 French francs.

From 1912 to 1946 the Comoro Islands were a dependency of Madagascar. Financial and administrative independence was conferred upon them as from 1 January 1947, by Law No. 45-973 of 9 May 1946. The organization of the new system was defined in Decree No. 46-2058, of 24 September 1946. It is headed by a senior Administrator of French overseas territories, who has the powers of a governor and lives at Dzaoudzi.

The territory is divided into four territorial subdivisions, one for each island, each controlled by an administrator.

Public expenditure on education: 31,188,000 French francs.

Official exchange rate: 100 French francs = 0.2857 U.S. dollar.

Revised by the Ministère de la France d'Outre-Mer, in January 1953.

A general council composed of members elected by the local population takes an active share in the financial administration of the territory, in regard to which it has deliberative powers. The territory sends representatives to Parliament.

ADMINISTRATION

The system of compulsory education, which is theoretically

applied within a radius of three kilometres round each school, will not be strictly enforced until the territory is adequately supplied with teachers and school buildings.

Thanks to the arrival of further teachers from France, it has been possible to organize the service on the following lines: Dzaoudzi has been allocated a Grade I teacher who combines the functions of head of the Education Service and inspector of elementary primary schools throughout the territory. The secretariat is under the supervision of a woman teacher. Two teachers have been allocated to the district school at Mitsamiouli (Great Comoro). The director is also the head of the educational sector of Great Comoro.

The Education Service is also responsible for sports and for fundamental education. The head of the service inspects all schools several times a year.

Finance

Expenditure on staff salaries, operating costs and supplies is met from the budget of the territory. During the last three years these expenses have absorbed an increasing percentage of the total budget. The Fonds d'Investissement pour le Développement Économique et Social (FIDES) bears a considerable share of the cost of the Education Service.

There are 27 stone built schools, with 'maneviky' or corrugated iron roofs. These will gradually be replaced by more modern buildings, such as those of the primary school at Moroni or those now being built at Mamoutzou (Mayotte), Missiri and Domoni (Anjouan). The subdivisions, with the assistance of the local population, keep the buildings in good repair. The necessary school equipment is produced by the apprenticeship workshops in each island. School gardens are steadily increasing in size. Tools and seeds are distributed at regular intervals. The produce goes to the school meals service; any surplus is sold and the proceeds allocated to the school libraries.

ORGANIZATION

Primary education. Admission to schools is unaffected by considerations of race. The average age of admission is 8, and the finishing age 14. The curricula are identical with those of Madagascan schools, except that the Madagascan language is not taught, all tuition being given in French. The island dialects have no written form. Textbooks, which are provided free of charge, are adapted to African conditions. Classes are held from 7 a.m. till noon, on five days a week, the afternoon being reserved for the study of the Koran.

Secondary education. The pupils obtaining the best marks in the examination for the primary school certificate are admitted, at the rate of 30 per year, to the district school at Mitsamiouli, which has the same curriculum as the complementary schools in France. This is a boarding school, but no charge is made. The territory also sends 75 scholarship holders to secondary schools in Madagascar.

Vocational education. The territory has three appren-

ticeship centres where qualified foremen teach woodwork and ironwork. Pupils are admitted on leaving the primary school, and take a three-year course.

On Great Comoro there is to be a multi-sectional apprenticeship centre to take pupils from all the islands in the group. The premises already exist, but the district school is housed there for the time being. The new district school is itself to have technical sections (one third of the enrolment), and will therefore be provided with workshops. An apprenticeship centre was set up at Anjouan in 1952. A considerable part of the new buildings now being constructed at Mamoutzou (Mayotte) will be set aside for the apprentices' workshop.

Higher education is not provided on the Comoro Islands, which usually send their students to Madagascar for this purpose.

Teacher training. For the time being, teachers are trained at the Le Myre de Vilers School, Madagascar. Later on they will receive their training at the district school of the islands.

Adult education. The islands at present have six adult education courses, each with 30 pupils.

School welfare services. Children from poor families, and those who come from a distance, are given a free midday meal at school. Youth movements exist only in the form of sports associations, which are rapidly developing throughout the islands. Many schools have teams, and the pupils themselves help to prepare playing fields.

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'Situation de l'enseignement dans les territoires de la France d'outre-mer'. *Bulletin de l'Inspection générale de l'enseignement et de la jeunesse*. Paris, Ministère de la France d'outre-mer, décembre 1950 - avril 1952.

SUMMARY OF SCHOOL STATISTICS AS AT 1 JANUARY 1952

Level of education and type of school	Institutions	Teachers	Students	
			Total	F.
Primary				
Public schools	31	1 48	2 216	166
Secondary				
General Complementary course, public	1		72	1
Vocational Apprenticeship centres, public	3		56	—

Source. France. Ministère de la France d'Outre-mer. *Bulletin de l'inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952, Paris.

1. Public school staff only, including 34 local teachers.

M A D A G A S C A R

Total population (1951 estimate): 4,333,000.
Total area: 589,840 square kilometres; 228,000 square miles.
Population density: 7 per square kilometre; 19 per square mile.
Total enrolment: 252,712 in primary schools.
Enrolment of girls as percentage of total: 39 per cent.

National income in 1952 (annual budget of the territory):
24,250,927,000 French francs.

Madagascar is under the authority of a Governor-General, who is the High Commissioner of the French Republic, assisted by the Representative Assembly, which votes the general budget. The High Commissioner has under him the heads of the provinces of Antananarivo, Tamatave, Majunga, Fianarantsoa, and Tuléar, in turn assisted by provincial assemblies which vote the budgets of their respective provinces. Madagascar sends deputies and senators to the French Parliament and Councillors to the Assembly of the French Union.

LEGAL BASIS

A new and most important stage has been reached in education in Madagascar. A reform is being carried out, in accordance with an Order issued on 12 November 1951 after approval by the Representative Assembly of Madagascar; its purpose is to raise Madagascan education of all kinds to French standards. The question does not arise for higher and secondary education, as these are already provided, both for Madagascans and for Europeans, in the same type of establishment and on the same basis as in France. Nor does technical education involve any special difficulties, at least in theory; all that is needed is to expand the present facilities for vocational training in Madagascar (district workshops, industrial sections of regional schools and special vocational sections) into full-scale apprenticeship centres.

But the reform of primary education is far more difficult. The aim is to educate Madagascan and European children alike, by the end of the primary course, up to the standard of the primary school certificate and the entrance examination for first-year studies in *lycées*, *collèges* and complementary schools. If two different groups of children, one being completely ignorant of French at the outset and the other able to express itself in that language, are to be educated to the same standard in a five-or six-year course, their studies must be organized on convergent, not identical lines. The Madagascan and French types of school thus remain side by side and this dual system is continued under the reform. With each year's studies, the curricula, timetables and methods used in the 'Madagascan' schools are brought increasingly into line with those in the 'French' schools, so that at the end of the primary course they are

Public expenditure on education: 1,955,246,000 French francs.

Official exchange rate: 100 French francs = 0.2857 U.S. dollar.

Revised by the Ministère de la France d'Outre-Mer, in January 1953.

identical; but Madagascan children receive their first lessons in their mother tongue and, whilst their education becomes increasingly French, they continue to study the Madagascan language as a subject in the curriculum.

Instruction is free in all State schools.

The Order of 12 November 1951 provides for compulsory schooling, but this regulation can only be carried into effect throughout the country if the number and size of the schools are increased. The following Orders also remain in force: No. 295/E/CG of 1 October 1951 amending Article 66 of the Order of 26 February 1930, providing for the reorganization of vocational education in Madagascar; No. 2201/E of 5 October 1951, instituting in Madagascar an Advisory Council for Education and an Advisory Council for Technical and Vocational Education.

ADMINISTRATION

The educational services are responsible to the Directorate of Education at Antananarivo, comprising a director and his assistant, inspectorates of primary and technical education, a department for sports and seven services (secretariat, staff, private schools, accounts, planning and school-centred activities, enrolment and statistics, and physical training).

Each province has a provincial education department, directed by a head and one assistant and comprising three sections (secretariat, accounts and private schools). Relations with missions are confined to technical supervision over the heads of private schools, who must have State authorization to direct a school.

An Advisory Council for Education and an Advisory Council for Technical and Vocational Education have been set up in Madagascar. The former advises the head of the territory on general questions concerning State and private education; in particular, it considers plans for the development of education and projects for school-centred activities. This council consists of *ex officio* members and members appointed by the head of the territory for a period of three years. The Advisory Council for Technical and Vocational Education advises the head of the territory on all general questions concerning vocational and technical education and training in handicrafts, especially on plans for the development of such education, buildings and

equipment, the administrative organization of schools, curricula, timetables and examinations.

The population expresses its wishes regarding education through its representatives in the five provincial assemblies and the Representative Assembly of Madagascar. Each year these wishes are communicated to the Directorate of Education, which considers them and proposes to the High Commissioner practical measures designed to meet warrantable requests.

Lastly, the secondary and primary schools have parents' associations, with which the Directorate of Education keeps in touch.

Schools are inspected by senior staff of the Directorate of Education and by the heads of provincial education departments and their assistants. In theory, the inspection of provincial schools is carried out by primary inspectors or, if none are available, by Grade I primary teachers with wide experience. The supervision of teachers is supplemented by the organization of practical teaching courses in the provinces.

Finance

Educational revenue is derived from the general budget and provincial budgets. From the total estimates for expenditure in 1952, 75 per cent was charged to local budgets and 25 per cent to the general budget.

In addition to these funds from budgetary sources, part of the State's revenue from shares in the bank of issue of Madagascar is earmarked for education. Income from this source is used for scholarships and for the purchase of educational material.

The funds allocated to education from the Investment Fund for Economic and Social Development (FIDES) are used for the building of secondary schools, for the building and equipment of vocational schools and in some cases also for the construction of grouped schools.

Besides the above-mentioned aid from FIDES, valuable help for primary schools is received from local communities, which contribute generously towards the erection of bush schools in local building materials, whilst school workshops in the district make most of the furniture.

ORGANIZATION

Pre-school Education

Pre-school education is provided in Madagascar in the nursery classes of the Jules Ferry Lycée and of the schools at Tamatave, Diégo-Suarez and Majunga.

Primary Education

Until 31 December 1951, Madagascar had two types of primary education—the European and the local type—which in turn were subdivided into three stages, the second and third stages being in many respects equivalent to an upper primary education.

First stage. As from 1 January 1952, primary education was reorganized as follows. As before, State primary

schools are open to all children, regardless of their origin; they are divided into two types—'French' and 'Madagascan'—both of which prepare pupils for the same examinations—the primary school certificate and the entrance examination for the first year of secondary studies. Both types of school provide courses of the same length and should bring their pupils to the same standard by the end of their primary schooling.

The 'French' schools are the former 'European' schools. They accept all children knowing sufficient French to be able to profit from instruction given in that language in accordance with the same curricula as in France. The following classes are normally provided: preparatory; elementary first year; elementary second year; intermediate first year; intermediate second year and, in some cases, a senior class. Pupils have the option of studying the Malagasy language. The 'Madagascan' primary schools comprise two preparatory classes, two elementary classes and two intermediate classes. In the first year, the basic subjects—reading, writing and arithmetic—are taught in Malagasy. It is an innovation of the new curricula for the first lessons in reading to be given in Malagasy.

Second stage. The local type of second-stage primary education used to be provided in district schools, where the first three years consisted of a general education section and a vocational training section subdivided into an industrial, an agricultural and, in some cases, a forestry subsection. At the end of the third year, the pupils of the general section sat for the Madagascan upper primary certificate, which admitted them to the higher class, or fourth-year class, of the district school, from which they could pass on to the specialized sections of the École Le Myre de Vilers and the teacher-training schools at Tuléar and Tamatave. The pupils of the industrial, agricultural and forestry subsections took a competitive examination for admission to the appropriate vocational training schools.

As the introduction of reforms will take several years and the school system needs rebuilding from the foundations—that is to say from the first stage of primary education—the district schools will be operated according to the old system for some time to come. Little by little, however, the general section is to be relieved of its lowest classes, and will develop in an upward direction, becoming a complementary school of the French type, while the industrial section will be transformed into a separate apprenticeship centre.

There are 15 district schools, in the chief towns of the island: at the end of 1951 they had a total enrolment of 1,680.

Third stage. The Madagascan third stage course is responsible for the training of Madagascans for the professions—teachers, civil servants (general administration and technical services), entrants for the School of Medicine. This tuition is given in the appropriate sections of the École Le Myre de Vilers at Antananarivo (administrative, teacher training, medical, legal, technical and postal) and at the teacher-training schools at Tuléar and Tamatave.

The chief purpose of reform in the third stage will be to separate the training of teachers from that of the lower ranks of general administration and technical service: it is

essential to raise the intellectual level and improve the professional qualifications of the teachers to whom the future of primary education is to be entrusted, for in the long run it is upon them that the practical value of the reforms will depend. Third-stage schools should therefore be turned mainly, if not entirely, into teacher-training schools.

Secondary Education

Secondary education, in the strict sense of the term, is provided in Madagascar by two *lycées* and the modern sections of the modern and technical *collège* (Antananarivo) and by the complementary schools at Tamatave and Diégo-Suarez.

Local regulations concerning the age limits for attendance at these schools make allowance for the fact that most pupils are delayed by late entry into the primary schools and by difficulties encountered during their first school years. Consequently, the upper age limit for admission to the first year of secondary studies has been fixed at 15 for the territory, as against 13 in France; and though some pupils conclude their secondary school period at the usual age of 17 or 18, a great proportion reach the age of 20 before completing it.

The timetables and curricula of the secondary schools are in every way identical with those adopted in France. The *lycées* and *collèges* take boarders, and cover the two cycles of study which lead up to the first and second parts of the *baccalauréat*. Since 1948 the examination centre of Antananarivo has been attached to the educational district (*académie*) of Aix-en-Provence and the board of examiners has been headed by university professors designated by the rector of that *académie*. The complementary schools provide the tuition given in the first cycle modern sections of the *lycées* and *collèges* and prepare pupils for the elementary certificate.

In these establishments tuition is given solely in the French language—but Malagasy is taught on an equal footing with modern European languages such as English and German, and may be chosen as one of the modern languages for the *baccalauréat*. As a temporary measure, candidates for the *baccalauréat* are allowed to take only one modern language, so that native candidates are able to choose their mother tongue for this single examination. This undoubtedly places the young Madagascans in a privileged position compared with French candidates for the *baccalauréat*.

The secondary schools are open to all pupils, irrespective of origin or race, provided they pass the entrance examination, which is the same as in France. Preference for admission to boarding schools is given to pupils from distant towns, or from villages where there is no school. No discrimination is exercised on racial grounds in regard to such admission.

Tuition in secondary schools, as in all State schools, is entirely free. There are also allowances to cover full board, half-board and 'homework' done on the school premises, according to circumstances.

Grants are made by the provincial and local authorities to secondary and complementary schools, to private schools in cases where the State schools are unable to admit

pupils, and to higher educational institutions in the territory.

Since the secondary schools of Madagascar are open to all children irrespective of origin, status or race, and the average standard is comparable to that of similar establishments in France, the problem is not one of reforming or adapting this branch of education, but of extending it. The reform of the primary schools will inevitably bring about a considerable and steady increase in the number of candidates for the entrance examination to the first year of secondary studies. So that, although a certain selection may permissibly be exercised among candidates for secondary education, it is essential for the size and number of the schools to be increased.

The plan which the Department of Education has drawn up for the extension of secondary education may be summarized as follows: the chief town in each province is to have a complementary school, taking boarders, which will include the primary and secondary classes; the complementary schools will gradually be developed to cover the first *collège* cycle; and the pupils whose aptitudes are recognized as fitting them for the second cycle will be admitted as boarders to a large, central *lycée*.

Vocational Education

Vocational and technical education, like primary education, is at present being reorganized: the two branches are, in fact, to be developed side by side. They are covered by the same legislation and have the same aim—to raise the standard of Madagascan education at every level, to that of European education.

From the first stage onwards, the official schools have always striven to rescue manual work from the disrepute into which it too often falls in Madagascar. In a country that needs craftsmen, skilled workers, industrial and agricultural foremen, and technicians, this was a praiseworthy effort to pave the way, psychologically, for the required progress.

Just as in general education, there are three stages of manual and vocational education.

The first stage of vocational education is provided in local school workshops, by native foremen belonging to the Education Service. The pupils study woodwork and sometimes iron work.

The pupils are drawn chiefly from the first stage official schools. The course lasts three years, the third year being reserved for those whose work has been satisfactory during the first two years. The apprentices receive a bonus for regular attendance, half of which is paid into a savings account, so that on concluding their training they have a small working capital at their disposal. Those who pass the terminal examination receive, together with their certificate, a set of the tools required for their own speciality. In principle, the most talented among them are entitled to sit for the competitive entrance examination to the industrial school at Antananarivo and the special vocational sections; but the majority of them either take employment in public works enterprises in the provinces, or set up on their own. There are 90 school workshops in the various districts, with a total of 1,968 pupils.

For girls, schools of domestic economy, of which there

are five, take the place of the district workshops. These schools have two sections—a domestic section, which trains girls who do not intend to take up any particular craft, and an apprenticeship section where they are trained for future employment. The first group takes a two-year and the second group a three-year course. There are at present 343 girls attending these five schools.

The second stage of vocational education is given in the industrial, agricultural and forestry subsections of the district schools. Foremen for the industrial section come from the industrial school at Antananarivo; foremen for the agricultural section come from the schools of the appropriate service but they are recruited by the Education Service. The industrial section has two divisions, one for woodwork and one for iron work. The pupils, admitted by competitive examination, are boarders and hold scholarships; they must give an undertaking to follow their craft in the territory for a period of 10 years. The course of training lasts three years; at the end of the third year the apprentices take the competitive entrance examination for the industrial school at Antananarivo, or for one of the schools operated by the Service of Agriculture, or of Woods and Forests. There are at present 590 pupils taking these technical courses, in 15 district schools.

The third stage of technical education is provided in the special vocational sections and at the industrial school at Antananarivo.

Apprentices from the school workshops in the different districts are sometimes admitted, but this is an exceptional measure. The majority of the pupils come from the subsections of the district schools already mentioned, after failing to obtain admission to the industrial school at Antananarivo; some are also admitted direct, on the strength of an elementary vocational examination. A medical certificate is required in every case, together with an undertaking to work for 10 years in the territory—failing which, a fixed proportion of the training expenses has to be repaid. The pupils are boarders and hold scholarships. The courses for metal work and building last three years, the others two years. All pupils admitted direct remain for three years. The purpose of the special vocational sections is to train skilled workers of the type most needed in each district. The course leads up to a certificate. There are eight special vocational sections, where 271 pupils are at present being trained.

The industrial school at Antananarivo is an apprenticeship centre for the training of skilled workers and foremen. The pupils admitted are chiefly those who have been trained in the industrial sections of the district schools and have satisfactorily passed the competitive examination. Apprenticeship lasts three years; the pupils are boarders, hold scholarships, and—if they have not already done so—give a 10-year undertaking. The industrial school provides training in four specialities—smith's work and autogenous welding, general mechanics, electricity and engines, woodwork and carpentry. There are at present 261 pupils.

In addition to the foregoing institutions, mention should be made of the technical section of the École Le Myre de Vilers, which takes 10 pupils for training as civil servants in the administration of public land, mines and works. Separate mention should also be made of the Studios of

Madagascan Applied Art, set up in 1929 to put fresh life into the local weaving, esparto grass, leather, textile and furniture making industries and any other crafts which lend themselves to development along artistic lines.

Technical education of the French type. The modern collège at Antananarivo has technical sections. Here the education provided is of the French type; it is being extended but at present does not go beyond the first cycle (fourth year of studies). Each year, however, pupils take entrance examinations to various vocational schools in France. As these sections (industrial, domestic, commercial) are attached to a secondary school, they are of course open to all children, irrespective of their origin.

Higher Education

Higher education is provided in Madagascar by schools of law and of science.

The schools of law were officially instituted in 1947, and have since been operating under the supervision of the head of the Legal Service. The tuition is given by magistrates or by officials who are doctors of law or who hold a law degree, and its value is proved by the results of the yearly examinations. Conditions of admission, and tuition fees, are the same as in the French faculties. There is no discrimination of any kind. The timetable enables officials, farmers and businessmen to attend the lectures. In 1948 a centre for law examinations was established at Antananarivo and attached to the University of Aix-Marseilles. That university sends three professors of law on mission to Madagascar each year, to organize and supervise the examinations for the law degree and doctorate of law.

The schools of science prepare students for the certificate in physics, chemistry and biology (P.C.B.) and for the certificate in mathematics, physics and chemistry (M.P.C.); they have been in existence since 1948. Tuition is given by doctors of science, assisted by lecturers (*chargés de cours*) who are specialists belonging to various services (health, scientific research, etc.). There is a fine up-to-date laboratory, enabling practical work to be carried on without a hitch. Conditions of admission are the same as in France. The examination centre, established in 1948, is attached to the Faculty of Science of Marseilles, which sends out a professor each year to supervise the examinations.

Higher education is in process of expansion, as an Institute of Higher Education is about to be established at Antananarivo. As a first step, the Higher School of Law and the Higher School of Science will be brought under this institute. A co-educational course for advanced literary studies is being organized at the Lycée Galliéni, the intention being to open it in October 1952. The School of Medicine and Pharmacy is also to be raised to the standard of a French faculty.

The territory awards, each year, a certain number of scholarships with which students can go to France to study any subject not covered by the local facilities for higher education. The procedure, identical for all the French overseas territories, is laid down in Decree No. 49-867, of 28 June 1949.

Teacher Training

Native foremen are trained for teaching at the industrial school at Antananarivo, and native schoolteachers in the teacher-training sections of the École Le Myre de Vilers, the teacher-training schools, and the school of domestic economy at Avaradrova. The intention is to open a teacher-training school in each province. Funds supplied by FIDES will be used to build such schools in the two provinces, Fianarantsoa and Majunga, where none exists as yet. The course leads up to the teacher's certificate.

Plans for the reform of the educational system in Madagascar include the gradual transformation of the teacher-training sections into teacher-training schools. Furthermore, in order to encourage progress in this respect and provide as rapidly as possible the teachers who are needed to ensure the satisfactory development of primary education in the territory, the Directorate of Education contemplates opening at the Lycée Gallieni a teacher-training section of the French type, leading up to the *baccalauréat*.

Meanwhile, a few Madagascan teachers are sent each year to attend courses in teacher-training schools in France. Several have already come back as holders of the French certificate. There are at present 14 such trainees studying in France or about to return home.

ADULT AND FUNDAMENTAL EDUCATION

A Committee for Fundamental Education, with the High Commissioner as president and the Director of Education as vice-president, was established by an Order dated 4 October 1951.

Classes for adults are held in all the provinces; they consist of evening classes on general educational, industrial, agricultural or commercial subjects, music, Madagascan culture, painting and sculpture.

SCHOOL WELFARE SERVICES

Active steps are being taken to turn the school meals service into a system of school co-operative societies, to include all school-centred activities. An important change has been made in the method of allocating the funds available in the form of cash (2,060,000 C.F.A. francs for 1951). Hitherto, the funds intended for the school meals service were divided up, in the form of repayable advances, among the district heads of the service. Repayment of these advances proved a long and difficult process. Henceforth, the sums will be paid direct to the

treasurers of the school co-operatives, in the form of grants. The use to which these grants are put will be checked by the heads of the provincial education services and their assistants as they make their tours of inspection, and by the administrative authorities. This much more flexible method will enable the grants to be put to more speedy and effective use.

By the end of 1951 nearly all the principal schools on the island had been equipped with sound-film apparatus. In view of the keen interest aroused among children and adults by educational films, the Directorate of Education has supplied all teacher-training sections, district schools and special vocational sections, and the largest of the grouped schools, with Debie MB-15 machines, and arranged for a weekly film programme to be sent to each.

A health inspection service is operated at Antananarivo and in the 30 medical subdistricts of the island. This provides for thorough examination of all children and staff members, aimed at the detection of illness or organic deficiency (individual records being kept up to date), vaccination and anti-typhoid inoculation, and inspection of school premises and equipment.

Youth Organizations

An Order dated 5 February 1951 established a division of Sports and Youth Organizations as part of the Directorate of Education. The division is headed by a commissioner—a senior inspector or professor of physical education—who is responsible to the Director of Education in all matters relating to instruction in schools or to educational organization but who acts independently in matters unrelated to school life. He has an assistant, and in each of the five provinces there is a provincial commissioner for sports and youth organizations who is responsible to him. His principal duty, under the authority of the Director of Education, is to organize, extend and supervise school games and holiday camps and to assist, advise and guide youth movements.

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SUMMARY OF SCHOOL STATISTICS AS AT 1 JANUARY 1952

Level of education and type of school	Insti- tutions	Teachers	Students		Level of education and type of school	Insti- tutions	Teachers	Students	
			Total	F.				Total	F.
Primary					Higher				
Public schools	1 174	}	177 546	66 977	Higher school of law	1		210	38
Private schools	654		75 166	31 790	Higher school of science	1			
Secondary									
<i>General</i>		} 1 2 838							
Public schools	25		2 378	612					
Private schools	113		6 482	2 401					
<i>Vocational</i>									
Public schools	129		4 660	1 025					
Private schools	6		302	36					

Source. France. Ministère de la France d'Outre-mer. *Bulletin de l'inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952. Paris
Note. In addition 134 students on scholarships in France, distributed as follows: secondary, 20; vocational, 32; higher, 82.

1. Staff in public schools only (local staff, 2,120).
2. Including four teacher-training schools.
3. Including 20 teacher-training courses.

R É U N I O N

French oversea *département*

Total population (1951 midyear estimate): 258,000.
Total area: 2,511 square kilometres; 970 square miles.
Population density: 102 per square kilometre; 266 per square mile.
Population within compulsory school age limits (1951/52): 49,300.
Total enrolment in primary schools (1950): 43,476.

Enrolment of girls as percentage of total: 47 per cent in State primary schools.

LEGAL BASIS

All laws and regulations governing education in Réunion are embodied in the Decrees of 27 June 1947, published in the *Journal Officiel*, 10 July 1947.

ADMINISTRATION

Réunion has a vice-rector, an *Inspecteur d'Académie* responsible to the rector of the *académie* of Aix-en-Provence, and who is himself responsible for all the local services of the Ministry of Education except those connected with higher education. He is assisted by three primary school inspectors. His headquarters, at St. Denis, includes the various school services—the Departmental Office of Physical Education and Sport, the Departmental Office of School and University Health Services, the Secretariat

Pupil-teacher ratio: 44 in State primary schools.

Revised by the Ministry of National Education, Paris, in January 1953.

of the Educational Provident Fund, the Office of Pedagogy, and the Welfare Office. A students' club is soon to be added to these. The fact that these services, for all of which the vice-rector is responsible, are under one roof is conducive to effective and speedy co-operation.

Réunion has 43 private primary schools, but no private secondary schools.

ORGANIZATION

Children up to the age of 6 attend nursery schools.

Primary education. For the purposes of primary education, the *département* of Réunion is divided into three districts, each under the authority of a primary school inspector or assistant inspector. Education has been compulsory for over fifty years, and primary education is almost

identical with that given in France. Enrolment is increasing steadily and rapidly, at an average rate of 3,000 per year. Primary education concludes with the elementary primary certificate.

Complementary schools prepare pupils for the elementary certificate or *brevet élémentaire*. In these schools the children receive a modern secondary education covering the first to the fourth years inclusive, at the end of which some of them go on to the fifth-year studies at the *lycée*.

Secondary education is provided by a co-educational *lycée* at St. Denis, the Lycée Leconte de Lisle. The boys' section consists of all the primary classes and all the secondary forms, both classical and modern, from the first year to the final classes of mathematics, philosophy and experimental science. These final classes are co-educational. The girls' section consists only of classes for secondary studies (classical and modern) from the first to the sixth years inclusive. Pupils can enter the *lycée* either at the first-year level or, if they come from a complementary school, at the fifth-year or, exceptionally, the fourth-year level. Candidates of both sexes who have been successful in the competitive examination for the teacher-training course are also admitted to fifth-year studies on the modern side.

The curricula are the same as those of French schools.

Higher education. At St. Denis there is a school of law, which prepares male students who have their *baccalauréat* for the qualifying certificate and a law degree. Tuition is given by magistrates appointed as lecturers. The examinations are held on the spot, and the diplomas, which are issued by the Faculty of Law of Bordeaux, are identical with those given to students in France. At St. Denis there is also a body attached to the National Centre for Scientific Research (CNRS): the Institut d'Hygiène et de Microbiologie, which trains chemical research workers. For the other branches of higher education, scholarship holders are sent to France.

Vocational education. At present the *département* of Réunion has only one institution for technical education, the apprenticeship centre at St. Denis. This was recently established and has up-to-date equipment. Male students are taught the following subjects: fitting, turning, milling, electricity, carpentry, masonry. A section for girls has recently been opened to teach sewing and housework. The course lasts three years, and terminates with a certificate of vocational proficiency. Two new sections affiliated to this centre have been established—one for boys, at St. Pierre, and the other for girls, at St. Louis, and all three branches are being placed on an independent footing. The opening of a commercial section attached to the Lycée Leconte de Lisle at St. Denis is also under consideration.

Teacher training. As it is not yet possible to set up two independent teacher-training schools, a section for the training of teachers has been opened at the *lycée*, providing future teachers with a high quality of education and giving them the material advantages of a boarding-school life. Until October 1951 this teacher-training section covered only the first three years, the fourth year of training being taken at Aix-en-Provence. In 1951-52, by way of experiment, the fourth year's training was given at the *lycée*, by staff professors and one professor from the *école normale*. There were 44 women and 28 men students.

SCHOOL WELFARE SERVICES

A school meals service, subsidized by the School Fund, is provided both in State and private schools. The recently instituted Office of Youth and Sports is installing playing fields and sports grounds. School co-operatives have also been set up.

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SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Kindergartens	8	...	...	730	376
Primary					
Primary schools, public	215	820	...	36 001	17 051
Primary schools, private	43	...	...	7 475	...
Secondary					
<i>General</i>					
Secondary schools	2	...	...	819	369
Complementary courses	18	...	...	1 876	1 206
<i>Vocational</i>					
Apprenticeship centre	1	...	...	100	...
Vocational courses	2	...	...	...	...
Higher					
School of Law	1	12	1	28	12

Source. France. Ministère de l'Éducation Nationale. Paris.

ST. PIERRE AND MIQUELON

Total population (1951 estimate): 5,000.
Total area: 240 square kilometres; 93 square miles.
Population density: 21 per square kilometre; 54 per square mile.
Total enrolment, 1 January 1952: 1,077 in primary schools.
Enrolment of girls as percentage of total: 52 per cent.
Illiteracy rate (1951 census, aged 10 and over): 8 per cent.

Total revenue (1952 annual budget of the territory):
646,502,000 French francs.

Public expenditure on education: 29,959,000 French francs.

Official exchange rate in 1952: 100 French francs = 0.2857 U.S. dollar.

Revised by the Ministère de la France d'Outre-Mer, in January 1953.

LEGAL BASIS

Educational administration, curricula and timetables, the operation of the schools and the nature of the terminal examinations are all defined in the Order of 6 September 1928, which provided for the reorganization of State education in the Islands of St. Pierre and Miquelon, and the amendments to that Order, specified in that of 4 November 1938.

ADMINISTRATION

Education is supervised and directed by an official appointed by the Governor of the Territory. Expenses are met partly from the budget of the Territory and partly by funds from French sources (Fonds d'Investissement pour le Développement Économique et Social—FIDES) (Investment Fund for Economic and Social Development).

ORGANIZATION

Pre-school education is given in a nursery school (St. Pierre) and a day nursery (Ile aux Marins). Primary education is given in girls' and boys' State or private schools, and leads up to the primary school certificate. Secondary education is provided by complementary schools, which prepare pupils for the elementary certificate. Winners of local scholarships are sent to France for their secondary education. An apprenticeship centre provides vocational education. Scholarship holders are sent to France to attend technical schools. As there is no higher education in St. Pierre and Miquelon, students are also sent to France with scholarships for that level of study.

SCHOOL WELFARE SERVICES

Pupils are medically examined at the beginning and end of each school year. A health record of each pupil is kept up throughout his period at school.

REFERENCES

FRANCE. MINISTÈRE DE L'ÉDUCATION NATIONALE. Direction générale de l'enseignement. *Saint-Pierre-et-Miquelon. (Carnets de documentation sur l'enseignement dans la France d'outre-mer, n° 19.)* Paris, 1946. 27 p.
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SUMMARY OF SCHOOL STATISTICS AS AT 1 JANUARY 1952

Level of education and type of school	Institutions	Teachers	Students	
			Total	F.
Primary				
Public schools	4	1 29	473	178
Private schools	6		604	381
Secondary				
<i>General</i>				
Complementary course, public	1	1 29	43	—
Complementary course, private	2		58	33
<i>Vocational</i>				
Apprenticeship centres, public	1		27	—

Source. France. Ministère de la France d'Outre-Mer. *Bulletin de l'inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952. Paris.

Note. In addition 12 students in metropolitan France: four at secondary schools; five at vocational; three higher (science, one; medicine, two).

1. Staff of public schools (French staff, 4; local staff, 15; assistants on contract basis, 10).

GUADELOUPE

French oversea *département*

Total population (1951 midyear estimate): 292,000.
Total area: 1,780 square kilometres; 687 square miles.
Population density: 164 per square kilometre; 425 per square mile.

Guadeloupe, in the West Indies, has many islands and groups of islands as its dependencies, including the Saintes group, Marie-Galante, La Désirade, Saint Barthélemy and Petite-Terre. Guadeloupe was given the status of a French *département* on 19 March 1946.

ADMINISTRATION

The head of the Education Service at Guadeloupe is a university *agrégé* stationed at Pointe-à-Pitre who is assisted by two primary school inspectors and a Council for Primary Education.

ORGANIZATION

Primary education is provided in elementary primary schools. Complementary schools and higher courses lead up to the elementary certificate. The curricula and timetables are approximately the same as in French schools.

Secondary education is provided by two *lycées*: the Lycée Carnot at Pointe-à-Pitre, which includes all classes, from the 'tenth' (i.e. lowest primary) to the philosophy and mathematics classes, and prepares pupils for the secondary examinations (Colonial certificate of aptitude, *baccalauréat*); and the Lycée Gerville-Réache at Basse-Terre, which has only secondary classes up to and including the sixth year. Secondary education for girls is provided by a private school which receives large grants from the public funds.

Vocational education is given in pre-apprenticeship centres, two of which are attached to primary schools, and another to the Lycée Carnot. The practical school of commerce and

Revised by the Ministry of National Education, Paris, in January 1953.

industry, attached to the Lycée Carnot, has handicraft sections for boys and for girls, an industrial section and a commercial section. In various parts of the island there are vocational sections affiliated to the practical school.

Teacher education is provided by a teacher-training course attached to the Lycée Carnot. The course lasts three years and concludes with the *brevet supérieur*.

School welfare services. The children are given free meals at school.

REFERENCE

FRANCE. MINISTÈRE DE L'ÉDUCATION NATIONALE. Direction générale de l'enseignement. *La Guadeloupe. (Carnets de documentation sur l'enseignement, n° 12.)* Paris, 1946. 31 p.

SUMMARY OF SCHOOL STATISTICS, 1950/51

Type of school	Institutions	Teachers	Students
Elementary primary schools, public	128	683	32 546
Elementary primary schools, private		...	2 610
Secondary schools	3	...	2 616
Technical divisions attached to secondary schools	2	...	
Technical school	1	...	
Apprenticeship centre	1	...	

Source. *Statesman's Year Book* 1953. London.

MARTINIQUE

French oversea département

Total population (1951 midyear estimate): 276,000.
 Total area: 1,102 square kilometres; 425 square miles.
 Population density: 250 per square kilometre; 650 per square mile.
 Population within compulsory school age limits (1952): 62,905.
 Total enrolment: 43,070.
 Enrolment of girls as percentage of total: 50 per cent in State primary schools.

The *département* of Martinique is attached to the educational district (*académie*) of Bordeaux. The inspector, who is vice-rector of Martinique, is responsible to the rector of the Bordeaux *académie*. He is in charge of all the departmental services which come under the Ministry of National Education, except those which deal with higher education. He is assisted by three primary school inspectors.

ORGANIZATION

Primary education. The *département* of Martinique is divided for the purpose of primary education into three districts, each headed by a primary school inspector. Education has been compulsory for nearly fifty years, and differs little from that provided in France. At the end of the elementary primary school course, pupils sit for the primary school certificate, the examination being the same as that taken in France. Complementary schools prepare pupils for the lower secondary certificate and the competitive entrance examination to the teacher-training course, which are also taken at the end of the fourth year in the *lycées*. In addition, there are eight private primary schools.

Secondary education is given in two schools which prepare pupils for the first and second parts of the *baccalauréat*. Pupils are usually admitted to the *lycée* by means of a competitive entrance examination for the first year of secondary studies; pupils who have passed the competitive examination for teacher training are admitted direct to the fifth-year studies on the modern side. Pupils usually opt either for classical or for modern studies. There are also two private secondary schools.

Vocational education is not widespread, owing to the economic and social structure of the islands, which are single-crop, plantation areas with little technical development. This education is, however, provided at the industrial and commercial technical *collège*, which prepares pupils for the certificate of vocational proficiency, and for technical and commercial certificates. The most promising pupils are sent to France, where they are usually admitted to the fourth-year class in the national vocational schools. The technical *collège* of applied arts prepares pupils of

Pupil-teacher ratio: 37 in State primary schools.

Revised by the Ministry of National Education, Paris, in January 1953.

13-15 years of age for handicrafts or industrial work (the sections are jewellery, ceramics, cabinet-making and high-standard dressmaking).

Higher education. The Institute of Legal, Political and Economic Studies at Fort de France, which is attached to the University of Bordeaux, awards law degrees and qualifying certificates in the same circumstances as a French institution.

REFERENCE

FRANCE. SERVICE DE COORDINATION DE L'ENSEIGNEMENT DANS LA FRANCE D'OUTRE-MER. *Martinique. (Les carnets d'outre-mer.)* Paris, 1953.

SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Primary schools, public	149	1 113	797	41 976	21 095
Primary schools, private	8	...	...	1 094	...
Secondary					
<i>General</i>					
Secondary schools	2	144	...	1 780	944
Complementary courses	9	...	...	2 724	1 505
<i>Teacher training</i>					
Teacher-training schools	2	...	...	37	20
<i>Vocational</i>					
Vocational colleges	¹ 2	45	...	736	422
School of applied arts	1				
Higher					
Institute of Juridical Studies	1	14	...	250	...

Source. France. Ministère de l'Education Nationale. Paris.

1. One vocational college and one vocational section attached to a secondary school.

FRENCH GUIANA

French oversea *département*

Total population (1951 midyear estimate): 26,000.
 Total area: 91,000 square kilometres; 35,000 square miles.
 Population density: 0.3 per square kilometre; 0.7 per square mile.
 Population within compulsory school age limits (1951/52): 5,400.
 Total enrolment: 4,000.
 Enrolment of girls as percentage of total: 41 per cent in primary schools.

LEGAL BASIS

In Guiana, as in the other oversea *départements*, all laws and regulations governing education are embodied in the Decrees of 27 June 1947, published in the *Journal Officiel* of 1 July 1947.

ADMINISTRATION

The head of the Lycée de Cayenne acts as *Inspecteur d'Académie* for French Guiana; he has the rank and title of vice-rector and is responsible to the rector of the Bordeaux *académie* (Decree No. 47.1287 of 27 June 1947). The educational service has its headquarters at Cayenne. On 1 January 1952 the administrative staff numbered 16.

ORGANIZATION

Primary education. Being thinly populated, the *département* of Guiana consists, for the purpose of primary education, of a single district, with head office at Cayenne. The State primary schools comprise the following sections: nursery school, preparatory course, elementary course, intermediate course, higher course, terminal course. In addition, co-educational complementary courses are given in connexion with some primary schools. There are also private primary schools.

Secondary education is provided by the co-educational Lycée Félix Eboué at Cayenne, which has a classical cycle, a modern cycle and a teacher-training course. Secondary education is also given in one private school, with four classes.

Vocational education is provided for boys at the apprenticeship centre at Cayenne; the course lasts three years, at

Pupil-teacher ratio: 23 in State primary schools.

Revised by the Ministry of National Education, Paris, in January 1953.

the end of which the pupils take a local examination. The standard of this examination is being steadily raised, and it should soon become possible to replace it by the national Certificate of Professional Proficiency.

There is no State vocational training school for girls, but two domestic training centres are available, one at Cayenne and one at Saint Laurent; they are operated by nuns.

Teacher education is provided at the Lycée Félix Eboué, in a separate section; the fourth year's course (for professional training) is taken at Bordeaux.

REFERENCE

FRANCE. SERVICE DE COORDINATION DE L'ENSEIGNEMENT DANS LA FRANCE D'OUTRE-MER. *Guyane française. (Les carnets d'outre-mer.)* Paris, 1953.

SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Primary schools, public	30	130	63	2 948	1 200
Primary schools, private	4	...	...	1 048	...
Secondary					
Secondary school	1	9	...	311	103
Lycée, public	1	...	...	193	97
Apprenticeship centre	1	...	...	125	...

Source. France. Ministère de l'Education Nationale. Paris.

FRENCH ESTABLISHMENTS IN INDIA

Total population (1951 estimate): 337,000.
Total area: 510 square kilometres; 197 square miles.
Population density: 661 per square kilometre; 1,710 per square mile.
Total enrolment: 13,379 in primary schools.
Enrolment of girls as percentage of total: 38 per cent.

Total revenue (1952 annual budget of the territory):
897,656,000 French francs.

The French Establishments in India (Pondicherry, Karikal, Mahé, Yanam) are under the authority of a Governor assisted by a Representative Assembly. The seat of the government is Pondicherry. The Establishments are represented in the French Parliament.

LEGAL BASIS

The Education Service is regulated by Orders promulgated by the Governor, the chief of which are the following: Order of 14 September 1939, defining the primary school certificate; Order of 9 August 1951, setting up an examination centre for the *baccalauréat* (secondary education); Law No. 52.874, of 22 July 1952, allocating funds for a special grant-in-aid for the French *collège* at Pondicherry.

ADMINISTRATION

The head of the Education Service is responsible to the Government Counsellor for Public Education; he has the assistance of a permanent deputy in all matters concerning the teaching of the Indian language, and is represented in each of the dependencies by a local deputy.

Expenditure on education is met from the budget of the territory and from French sources (Fonds d'Investissement pour le Développement Économique et Social—FIDES) (Investment Fund for Economic and Social Development), the latter covering only the cost of new buildings.

ORGANIZATION

Pupils receive primary education in French in certain schools, and in their mother tongue in others; and there are two primary schools—one attached to the Collège Calvé at Pondicherry, the other to the Collège Mahé de la Bourdonnais at Mahé—where tuition is given in English. The French primary school certificate and a local primary school certificate are awarded.

Secondary education is available in the same range of

Public expenditure on education: 95,907,000 French francs.

Official exchange rate in 1952: 100 French francs = 0.2857 U.S. dollar.

Revised by the Ministère de la France d'Outre-Mer, Paris, in January 1953.

languages. The modern *collèges* and complementary schools prepare pupils for the French elementary certificate or the native elementary certificate (a local diploma); the *collège* at Pondicherry prepares them for the *baccalauréat*, and the Collèges Calvé and Mahé de la Bourdonnais for the matriculation and intermediate certificates awarded by the English universities in India.* The territory also has one classical and modern *collège*, two modern *collèges*, and three complementary schools.

There are six teacher-training schools in the territory; 49 teacher's certificates were issued in 1951.

The only vocational training institution is an apprenticeship centre. Four scholarship holders from the territory are attending technical schools in France.

Higher education. The School of Law at Pondicherry, which is controlled by the Legal Service, prepares students for the law degree (which must be supplemented by an equivalent examination taken at a French faculty) and for the qualifying certificate. The professors are magistrates or lawyers.

The School of Medicine, controlled by the Health Service, trains qualified doctors, midwives and women nurses (local diplomas, which are also recognized in Indo-China). The professors are doctors and pharmacists from the Colonial Army. Students are also sent to France with scholarships, to attend higher educational establishments.

School welfare services. School meals are provided in the chief centres.

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SUMMARY OF SCHOOL STATISTICS AS AT 1 JANUARY 1952

Level of education and type of school	Institutions	Teachers	Students		Level of education and type of school	Institutions	Teachers	Students	
			Total	F.				Total	F.
Primary					Higher				
Public schools	77		9 865	3 311	Schools of law and medicine	2		51	—
Private schools	48		3 514	1 754					
Secondary									
<i>General</i>									
Public schools	8	1 475	933	202					
Private schools	4		344	100					
<i>Vocational</i>									
Public school	1		24	—					

Source. France. Ministère de la France d'Outre-Mer. *Bulletin de l'inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952, Paris.
 Note. In addition, 28 students in France, distributed as follows: vocational, 4; higher, 24 (*grandes écoles*, 1; faculty of letters, 3; faculty of science, 6; faculty of medicine, 6; faculty of law, 2; schools of engineers, 3; preparatory course for *grandes écoles*, 3).

1. Staff in public schools (French staff, 8; local staff, 467).

FRENCH ESTABLISHMENTS IN OCEANIA

Total population (1951 estimate): 63,000.

Total area: 3,800 square kilometres; 1,500 square miles.

Population density: 17 per square kilometre; 42 per square mile.

Total enrolment (1 January 1952): 12,505 in primary schools.

Enrolment of girls as percentage of total: 49 per cent.

Total revenue (1952 annual budget of the territory):
1,512,500,000 French francs.

Public expenditure on education: 286,000,000 French francs.

Official exchange rate: 100 French francs = 0.2857 U.S. dollar.

Revised by the Ministère de la France d'Outre-Mer, in January 1953.

The French Establishments in Oceania are administered by a Governor with the assistance of two Assemblies, the Territorial Assembly and the Representative Assembly. The seat of the government is at Papeete, Tahiti. The territory is represented in the French Parliament.

LEGAL BASIS

The Education Service is regulated by Orders promulgated by the Governor, the chief of which are the following:

A.154/IP, of 9 February 1938, reorganizing education in the South-West Pacific;

A.118/IP, of 31 January 1947, reorganizing the primary school certificate;

A.995-IP and 999/IP, regulating the award of scholarships for study in the territory or in France;

A.41/IP, of January 1950, providing for a category of temporary teachers;

A.1409-E, of 23 November 1950, instituting the lower secondary certificate.

ADMINISTRATION

One official is at the head of all educational and sports activities. He has an assistant to deal with vocational education.

Education is financed from the budget of the territory and by a contribution from metropolitan France—Fonds d'Investissement pour le Développement Économique et Social (Investment Fund for Economic and Social Development)—the latter being reserved to meet the cost of new buildings.

ORGANIZATION

Primary education is provided by both State and private primary schools, and leads up to the primary school certificate.

Secondary education is given in four complementary schools (one State, one Protestant and two Catholic), which prepare pupils for the lower secondary certificate.

The transformation of the State complementary school into a short-course modern college is now contemplated. About thirty scholarship holders from the territory are also attending secondary schools in France.

Local teachers are trained in a teacher-training school at Papeete, which gives a two-year course (first year, general education of a standard equivalent to the modern fifth-year studies; second year, practice and theory of education).

Vocational education is given at an apprenticeship centre attached to the complementary school. This centre has two sections, one for woodwork and one for metal work. There is also a domestic economy course, given at the nuns' school. Two scholarship holders from the territory are taking a course of technical education in France.

It should be noted that there is 100 per cent school enrolment in the territory.

STATUS OF TEACHERS

Teaching staff from France is seconded. The status of local teachers is defined by Orders 241-255, of 25 February 1950. The Education Service also employs about a hundred temporary teachers, but these are to be gradually absorbed into the regular service.

SCHOOL WELFARE SERVICES

Children living at a distance are given a midday meal at school, supplies and funds for which come from the school gardens, the Red Cross, and the local budget. There is regular medical supervision by the doctor attached to the Health Service and by nurses from the Welfare Service; the pupils are also regularly vaccinated.

Boys over school age can join the Scout organizations.

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SUMMARY OF SCHOOL STATISTICS AS AT 1 JANUARY 1952

Level of education and type of school	Insti- tutions	Teachers	Students	
			Total	F.
Primary				
Public schools	97	1 289	8 951	4 402
Private schools	14		3 614	1 812
Secondary				
<i>General</i>				
Public schools	2	1 289	230	133
Private schools	3		316	105
<i>Vocational</i>				
Public schools	1	1	49	—
Private schools	1		26	26

Source. France. Ministère de la France d'Outre-Mer. *Bulletin de l'inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952. Paris.

Note. In addition, 25 students in metropolitan France: 12 at secondary schools, 5 vocational, 8 higher (medicine 4, law 1, dentistry 1, engineering 2).

1. Staff of public schools (French staff 10, local staff 139, assistants on contract basis 140).
2. Including one teacher-training school.

NEW CALEDONIA

Total population (1952 estimate): 65,463.

Total area: 19,000 square kilometres; 7,300 square miles.

Population density: 3 per square kilometre; 9 per square mile.

Total enrolment on 1 January 1952: 11,269 in primary schools.

Enrolment of girls as percentage of total: 46 per cent.

Total revenue (1952 annual budget of the territory):
2,128,874,000 French francs.

LEGAL BASIS

Legislation regulating education in New Caledonia consists chiefly of the following:

Public expenditure on education: 355,598,430 French francs.

Official exchange rate: 100 French francs = 0.2857 U.S. dollar.

Revised by the Ministère de la France d'Outre-Mer, in January 1953.

Decree of 22 March 1905, containing general provisions for education;

Order No. 855, of 3 August 1905, amended by the Orders of 3 March 1923, 14 May 1923, 5 June 1940 and 28 April

1941, laying down regulations for the operation of primary schools;

Order No. 951, of 20 September 1934, laying down regulations for the recruitment, training, promotion, discipline and pensions system of the different categories of local staff;

A Regulation of 8 December 1933, concerning the operation of the school for *moniteurs* at Montravel;

Decree of 22 March 1919, concerning financial provisions and the share of expenditure to be borne by the village and municipal authorities;

Order No. 501, of 17 April 1948, defining the primary school certificate;

Order of 8 November 1949, instituting the elementary certificate at Nouméa;

Order of 26 May 1948, amended by the Order of 12 April 1950, relating to the general organization of technical education in New Caledonia.

ADMINISTRATION

The service is headed by a university *agrégé* who is also headmaster of the Collège La Pérouse. A teacher from France helps him in the administration of primary schools.

Expenditure on education is met from the local budget, with a French contribution under the Fonds d'Investissement pour le Développement Économique et Social (Investment Fund for Economic and Social Development).

ORGANIZATION

Pre-school education exists in New Caledonia, though on only a small scale.

Primary education is similar to that given in France, and leads to the primary school certificate.

Secondary education is provided by one classical and modern *collège*, to which pupils are admitted by competitive examination at the first-year level, and which prepares them for the Colonial proficiency certificate, the equivalent of the *baccalauréat*. The *collège* has a short-term modern section leading up to the elementary certificate. A few pupils have also been sent with scholarships to secondary schools in France.

Teacher training. A State teacher-training school trains native teachers.

Vocational education. A technical *collège* and an apprenticeship centre prepare pupils for the industrial teaching certificate and the professional proficiency certificate. Two scholarship holders from the Territory are attending technical schools in France.

Higher education is not given in New Caledonia, but

scholarship holders are attending higher educational establishments in France.

SCHOOL WELFARE SERVICES

In the schools in the interior, pupils are medically examined at regular intervals by the centres' doctors; they receive the regulation vaccinations and, where necessary, treatments for the detection of illness. Pupils at Nouméa are regularly examined by the Medical Inspector of Schools, who is assisted by a woman welfare worker.

REFERENCES

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SUMMARY OF SCHOOL STATISTICS AS AT 1 JANUARY 1952

Level of education and type of school	Insti- tutions	Teachers	Students	
			Total	F.
Primary				
Public schools	100	}	5 584	2 295
Private schools	89		5 685	2 925
Secondary				
General		} 1 252		
Public schools	2		309	123
Private schools	2		226	114
Vocational				
Public schools	3		180	43
Private schools	6		253	109

Source. France, Ministère de la France d'Outre-Mer. *Bulletin de l'Inspection générale de l'enseignement et de la jeunesse*, no. 4, décembre 1952. Paris.

Note. In addition 55 students in France distributed as follows: 5 secondary; 6 vocational; 44 higher (*grandes écoles*, 2; arts, 4; science, 8; medicine, 5; law, 10; dentistry, 3; engineering, 8; agriculture, 1; preparatory course for *grandes écoles*, 3).

1. Staff of public schools (French staff 27; local 182; assistants on contract basis 43).

2. Including a teacher-training school.

GERMAN FEDERAL REPUBLIC AND WEST BERLIN

Total population (end of 1951 estimate): 50,478,000.
Total area: 245,800 square kilometres; 94,900 square miles.
Population density: 200 per square kilometre; 530 per square mile.
Population within compulsory school age limits, 6-15 (census 13 September 1950): 8,084,000 (female 3,962,000).
Enrolment of girls as percentage of total in primary schools: 50 per cent.
Pupil-teacher ratio, in primary schools: 48.

National income (1951): 90,100 million Deutsche marks.

Official exchange rate: 1 Dm. = 0.2378 U.S. dollar.

Prepared by the Director of the Paedagogische Arbeitsstelle, Wiesbaden, in February 1953, and approved by the German National Commission for Unesco.

The German Federal Republic consists of seven *Länder* (Wurtemberg-Baden, Bavaria, Hesse, Lower Saxony, North Rhine-Westphalia, Rhenish Palatinate, Schleswig-Holstein) and two city-states (Bremen and Hamburg). With West Berlin, which is regarded as belonging, culturally and politically, to Western Germany, the federal territory covers some 94,900 square miles and contains a population of 50,364,000 (at the end of 1951), representing about half the area of Germany under the Weimar Republic (1919-33), but more than three-quarters of the total population as it stood in 1930 (65 millions). The East German Republic, formed of the *Länder* in the Soviet zone of occupation, covers some 41,570 square miles and has about 18 million inhabitants. If the areas of both parts of Germany are added together, the total falls short of the territory of the Weimar Republic (approximately 181,725 square miles) by some 45,265 square miles; most of this area lies to the east of the so-called Oder-Neisse line and is under Polish or Russian rule. All but a very few of the previous population of this area have been expelled.

The *Länder* of the German Federal Republic had to be reconstituted within the borders of the American, British and French occupation zones—a process which was not accomplished without some arbitrary drawing of unnatural frontiers. As a result of the rise in the birth-rate over particular periods and of the influx of nearly 10 million displaced persons and refugees since 1945, the ratio of population to area has risen considerably (average density for 1930, 138 per square kilometre; for 1950, 194 per square kilometre). The composition of the population from the point of view of ethnology, religion and occupation, has been materially altered by these movements. Within the federal territory, 50.7 per cent of the population belong to the Protestant Church, 45.2 per cent are Roman Catholics; 4.1 per cent are of some other denomination or subscribe to no creed. In 1950, 38.8 per cent of the working population were engaged in trade and industry, 22.2 per cent in agriculture and forestry, 10 per cent in commerce, 10.6 per cent in public services, 6.7 per cent in private services, 5.5 per cent in transport, 4.7 per cent in mining and 1.5 per cent in other occupations. Although all the land suitable for agriculture is under cultivation, the federal republic cannot raise all its own food but depends on imports of agricultural products, which have to be balanced by industrial production and exports.

LEGAL BASIS

Article 7 of the Grundgesetz für die Bundesrepublik Deutschland (Basic Law of the German Federal Republic), dated 23 May 1949, places the whole school system under the supervision of the State, leaves parents or guardians free to decide whether or not a child shall receive religious instruction, makes provision for religious instruction as a regular subject in the public schools, and guarantees the right, on certain conditions, to establish private schools.

Since 1946, the individual *Länder* have laid down principles regarding education and the school system in their constitutions. These principles relate to the rights and duties of parents, the relations between the State and education authorities, compulsory school attendance, equality of educational opportunities with due regard to ability and aptitudes, the general aims of education, and the non-denominational, denominational or other organization of moral training in the *Volksschule* (6 to 14 years of age).

These principles are developed in more detail in the school laws of the *Länder*. The structure of Berlin's educational system was redefined by law on 28 June 1948 and 30 May 1951, that of Bremen on 4 April 1949, that of Hamburg on 25 October 1949 and that of North Rhine-Westphalia on 8 April 1952. Laws have been passed governing the organization of the *Volksschule* in Bavaria (8 August 1950) and Schleswig-Holstein (3 February 1951) and that of vocational training in the Rhenish Palatinate (3 March 1952), Schleswig-Holstein (28 February 1950) and, in some respects, in Lower Saxony (13 February 1952). It has also been laid down by law that tuition and school supplies shall be free in Bavaria (5 March 1949), Berlin (26 June 1948 and 30 May 1951), Bremen (4 May 1948), Hesse (16 February 1949 and 17 July 1949), Hamburg (25 October 1949) and Schleswig-Holstein (3 February 1951), and partly free in Wurtemberg-Baden (2 August 1951).

Where there are no new basic laws, the provisions of the old federal or *Land* legislation, unless expressly revoked, remain in force for the time being, sometimes in the form of amendments embodied in *Land* laws. An example is the federal law on compulsory school attendance, dated 6 July 1938, laying down that attendance at school shall be compulsory from the age of 6 to 18, at least eight years being spent at a full-time and the remainder at a part-time school. Berlin, Bremen, Hamburg and Schleswig-Holstein have

permanently prolonged the period of compulsory full-time schooling to nine years, while a number of other *Länder* have temporarily increased it to eight and a half or nine years.

Great difficulties are experienced in getting State educational legislation passed, owing to constant changes in the parties commanding a majority. Laws on school organization, the private schools system, the training of teachers, school administration and school finance are in preparation.

ADMINISTRATION

Education is decentralized and there is no federal education authority.

Administration covers the organization and supervision of the schools' external and internal affairs. The main responsibility for the external affairs of a school (building, maintenance, furniture and equipment, school welfare and health measures) rests with the school authority (*Schulträger*), i.e. the body which has established and maintains a school. This may be the State itself, the local unit (*Kreis*), the commune (*Gemeinde*) or group of communes, or a body representing a particular trade or profession (e.g. Chamber of Agriculture) or a private organization. The State, however, always reserves the right of supervision so as to ensure that the administrative regulations are properly observed.

Responsibility for the internal affairs of a school (education and instruction, curriculum and teaching methods, legal status of teachers) rests with the State, which may, however, confer a share of responsibility on the school authority by delegating its supervisory powers to an official of the authority (e.g. of a municipality).

The highest administrative and supervisory authority for schools in the *Land* is the Ministry of Education (*Ministerium für Erziehung und Volksbildung*, which may also be known as the *Kultusministerium* or *Kultministerium* or, in the city-states, the Education Officer, *Schulbehörde*). The highest authority within the Ministry is the Minister of Education (*Kultusminister*), who is a senator appointed by the Minister President with the approval of the *Land* parliament. The Ministry includes departments dealing with general administration and staff questions, school organization, college and university affairs, adult education, art, etc., staffed by specialists working under the direction of ministerial counsellors. In the smaller *Länder* and the city-states, the subordinate administrative and supervisory bodies report direct to the supreme authority. In the larger *Länder*, the Education Department of the District President (*Regierungspräsident*) may, in certain matters, be placed between the supreme and the subordinate authorities. At the *Kreis* or lower local administrative level, the school boards represent the State authority and supervise primary and special education and generally also secondary education. In the Administrative District (*Regierungsbezirk*), which includes a number of *Kreise*, the local school boards, which are responsible for primary, intermediate and special schools, and the vocational training institutions (industrial, vocational and specialized training schools) come under the control of the District Director (as Head of the Education Department of the District Administration) and his administrative and educational advisers. In some of the larger

Länder (North Rhine-Westphalia, Lower Saxony), the secondary schools traditionally come under yet another intermediate authority, the School Board (*Schulkollegium*), but in most they are directly under the Schools Department of the Ministry of Education; if need be, provision is made for dealing with regional problems through one of the school principals, specially commissioned by the Ministry to act as local representative. State supervision over higher education, where appropriate for financial, academic, examination or other reasons, is exercised directly and exclusively through the Higher Education Department of the Ministry of Education.

Reforms in the traditional form of school administration—this, though differing widely in the several *Länder* is as a whole strongly centralized—are at present being considered. There is widespread agreement on the need for State supervision of the public and private school and education system, but it is desired to give both the school authorities and parents a more important part in this work than they have had hitherto. In addition, the heterogeneous machinery for the supervision of education is to be standardized so that all types of schools can be brought together at an intermediate level. The south-western state of Wurtemberg-Baden, which was formed by the union of four administratively independent divisions of different *Länder* during 1952, has begun to carry out this aim by the establishment of School Supervisory Boards (*Oberschulämter*).

An attempt to give the community at large a greater part in the organization of education is to be seen in the creation of School Advisory Boards for various *Länder*; such boards, consisting of educational experts and representatives of cultural organizations, the administration, and parents, are already in existence in Hesse, Schleswig-Holstein and Wurtemberg-Baden, where they are responsible for advising the minister on educational matters and on the preparation of new laws.

In an endeavour to bring the educational policy of the different *Länder* into line, a Standing Conference of the Ministers of Education of the German Federal Republic was set up as a voluntary organization in 1948. Although this conference's decisions are not binding on the administrative and legislative authorities of the federation or the *Länder*, uniform principles have already been established thereby, in many branches of educational administration, on such matters as the fixing of the school year, holidays, certificates, recognition of certificates, the training of teachers, the organization of private schools and so forth.

FINANCE

German schools are financed not from special education taxes but, by the State and the school authorities, from the ordinary tax revenue, from special subsidies and—to a small extent—from school fees.

The details of finance in the various *Länder* and for the different types of school were, and still are, governed by a variety of regulations. So far as the primary and intermediate schools (*Volksschulen* and *Mittelschulen*) are concerned, there was until 1945, and in a few states there is still today, a school fund for the *Land* (*Landesschulkasse*), into which the State and the municipalities pay a certain sum

per head to defray the staff costs of the schools (teachers' salaries and allowances). The cost of the schools' material requirements (buildings, maintenance, equipment and school supplies) is met by the school authority, which, on certain conditions, may receive a grant from the State. The maintenance of industrial training schools and secondary schools is the responsibility of the school authority (*Kreis* or municipality, professional organization, State). The universities, as State institutions, are financed by the State or, as foundations, (e.g. Frankfurt on the Main, Cologne), by the authorities of the foundation, with State grants. As matters are developing, the State is increasingly paying the staff costs for all public schools, while the school authorities meet the cost of material requirements, for which purpose they are granted subsidies. Private schools may receive State aid when recognized as substitutes for public schools. The abolition of school fees in intermediate and secondary schools in several *Länder* and the free provision of school supplies naturally entail a substantial increase in the cost of maintaining schools.

The estimates for education are drawn up in advance each year and are submitted to the appropriate parliamentary body for approval in the budgets of the school authorities and the State. An annual appropriation bill fixes the allotment of the tax revenue to the local authorities for the payment, *inter alia*, of educational expenses.

The provincial Diet in Hesse has before it at the moment a School Finance Bill, which is to introduce basic reforms in school finance.

ORGANIZATION

Pre-primary Education

The education of the child up to the age of 6 is the business of the family. Where the family, for any reason, is not able to care for the child or desires it to be brought up with other children, the kindergarten or nursery school undertakes the work. The kindergarten is a voluntary organization set up by municipalities, church and other welfare organizations, industrial undertakings or, in a few cases, by private initiative. It is not included in the school system but precedes it. It comes within the sphere of school and compulsory school attendance only in the case of the 'kindergarten class', i.e. a class for backward children, during the first year at school. Efforts are being made to induce local authorities to open and maintain kindergartens whenever the parents or guardians of at least 25 children ask for such facilities.

Generally speaking, children are admitted to the kindergarten between the ages of 3 and 6. In the larger towns, as many as 10 to 20 per cent of the children in this age-group are to be found in kindergartens. They are in the care of State-certificated kindergarten teachers. The day is occupied with games and activities suitable for young children both indoors and out.

Primary Education

All children who have reached school age (6 years) are, without exception, required to attend the public primary

school (*Grundschule*) or the junior department of the *Volksschule*, where the course lasts four years in the seven *Länder*—as it has done since 1919—and six years in the three city-states. These schools are responsible for developing the child's powers of observation and creative work, for gradually leading him on from play to activity designed to accomplish some end, for developing the elementary skills of speech, reading, writing and arithmetic, for teaching the child something of the life of his country and of world history and for accustoming him to life in a community. In the fifth year at a primary school, where the course lasts six years, a child may, if he wishes, begin learning a modern language in addition.

According to the laws of the *Land* concerned, the primary school and its senior department (*Volksschuloberstufe*), at which the child's education is continued, may be organized either as a non-denominational or as a denominational school.

Secondary Education (*Weiterführende Bildung*)

The idea of secondary education as a unified whole is only gradually taking root in the German educational system; hitherto the various forms of education following the junior primary course (*Grundschule* or junior department of the *Volksschule*) have been regarded as independent and entirely unrelated. Secondary education covers three types of school with different forms of organization and providing instruction in different subjects.

1. The senior department of the primary school (*Volksschuloberstufe*), known in the three city-states as the *Praktische Oberstufe*, is generally integrated with the *Grundschule*. In the *Länder* the course lasts four or five years and in the city-states three years, so that the total comes to eight or nine years. These senior classes are responsible for continuing and extending the elementary instruction given, with special reference to the practical side, for teaching the child something of nature study, civics and geography, and for developing his moral character and sense of responsibility to a degree of independence which will equip him to embark on his working life as an apprentice. The last year at school, especially the ninth year, introduces him to the type of work he intends to do.
2. The intermediate school (*Mittel- oder Realschule*), known in the city-states as the *Technische Oberstufe*, takes children up to the age of 16, the course lasting (according to the time of their transfer from the junior or senior department of the primary school) for six, four or (in Bavaria) three years. At these schools, children with both practical and academic interests are picked out and prepared for later employment in the technical, economic, social or administrative professions. The syllabus includes, in addition to the continuation of general subjects (with emphasis on sociology), two modern languages, one of which is optional and—also as options—shorthand, typing, bookkeeping, handicrafts or domestic economy. In some of the *Länder*, the 'advanced classes' (*Aufbauszüge*) of the senior department of the primary school undertake this work.
3. The secondary school (*Höhere Schule*), known in the city-states as the *Wissenschaftliche Oberstufe*, receives chil-

dren carefully selected for their predominantly academic proclivities and prepares them for the school-leaving certificate examination (*Abiturium*). The course lasts nine years when it follows on from the four-year primary school and seven years when it begins after six years of primary education. The following distinction is made according to the subjects studied: classical secondary school (*Altsprachliches Gymnasium*)—Latin, Greek and one modern language; modern secondary school (*Neusprachliches Gymnasium* or *Realgymnasium*)—Latin and two modern languages; mathematics and science secondary school (*Mathematisch-Naturwissenschaftliches Gymnasium* or *Oberschule*)—two modern languages, optional Latin and more intensive instruction in mathematics and science.

In addition, there are in certain *Länder* specialized secondary education establishments such as commercial colleges (*Wirtschaftsoberschulen*), senior girls' colleges (*Frauenoberschulen*) and schools for students intending to become teachers in primary schools (*Lehreroberschulen*). These schools come after eight years of primary education or six years at a middle or secondary school, and lead to the school-leaving examination at the end of a six- or three-year course respectively.

In the *Länder*, the secondary school course usually lasts nine years, though seven-year courses are provided at the *Aufbauschule* (or upper school), usually including one modern language and Latin. In the city-states, the courses

all last seven years and include the three types mentioned above.

Vocational Education

Vocational training schools prepare their pupils to take up an occupation immediately they have completed their training, and attendance at such schools is compulsory up to 18 years of age.

Part-time vocational schools (*Berufsschulen*) provide pupils in their eighth or ninth year of school attendance with supplementary education up to 18 years of age; for 6 to 10 hours per week, their practical training in handicrafts, trade or agriculture is supplemented by instruction in which primary emphasis is laid on the theoretical and political aspects.

Full-time pre-vocational schools (*Berufsfachschulen*) provide pupils of 14, 15 or 16 with a one to two-year course (occasionally three years) of practical and theoretical training, designed to replace purely practical instruction, and to prepare them for a technical profession or a career in the fields of commerce or domestic economy; during this training, they are exempt from attendance at a part-time industrial training school.

Full-time advanced vocational schools (*Fachschulen*) are open to pupils who have had practical training and have attended a part-time industrial training school. They provide pupils of 17 to 18 with the opportunity to take a

GLOSSARY

altsprachliches Gymnasium: a *Gymnasium* offering a course including Latin, Greek and one modern language.

Aufbauschule: general secondary school usually with the study of Latin and one modern language.

Berufsfachschule: full-time vocational secondary school.

Berufsschule: part-time vocational secondary school (agriculture, industry, trade, home economics) offering 6 to 12 hours per week of compulsory schooling for pupils aged 14 to 18 not attending some other type of school.

Fachschule: advanced full-time vocational training schools specializing in the teaching of a particular occupational skill.

Grundschule: public primary school providing a basic course covering the first four years of compulsory schooling in the *Länder* or the first six years in the city-states of Bremen, Hamburg, West Berlin.

Gymnasium: general secondary school differentiated into three main types by curriculum (see *altsprachliches G.*, *mathematisch naturw.* *G.* and *neusprachliches G.*).

Kindergarten: pre-primary school.

Lehreroberschule: general secondary school for students intending to become primary school teachers.

Mädchen-lyzeum: general secondary school for girls with course emphasizing subjects of interest to women (home economics, etc.).

mathematisch-naturwissenschaftliches Gymnasium: a *Gymnasium* with course including two modern languages, optional Latin, and more intensive instruction in mathematics and science.

Mittelschule: general secondary school with practical bias.

neusprachliches Gymnasium: a *Gymnasium* with course including Latin and two modern languages.

praktische Oberstufe: upper primary classes with practical bias following on from the six-year *Grundschule* in Bremen, Hamburg and West Berlin.

Realschule: equivalent to *Mittelschule*.

technische Oberstufe: general secondary school with practical bias (Bremen, Hamburg, West Berlin) corresponding to *Mittelschule* or *Realschule*.

Volksschule: complete primary school with lower cycle corresponding to *Grundschule* and upper cycle called the *Volksschuloberstufe* or *praktische Oberstufe*.

Volksschuloberstufe: upper cycle of *Volksschule*.

wissenschaftliche Oberstufe: general secondary school (Bremen, Hamburg, West Berlin) corresponding to *Gymnasium*.

HIGHER EDUCATION

Hochschulen: degree-granting institutions of higher education: (I) *wissenschaftliche Hochschule*, an institution for higher academic and professional studies, which may be either a *Fachhochschule*—college with one or two faculties (e.g. medicine, or agriculture and forestry), or a *Universität*—university with four to six faculties, (II) *technische Hochschule*: technical college, (III) *künstlerische Hochschule*: college of arts music, etc.

A. *Sport*: sport.

B. *Bildende Kunst*: fine arts.

C. *Musik*: music.

D. *Lehrerbildung*: teacher training.

E. *Ingenieur-Wissenschaft*: engineering.

F. *Architektur*: architecture.

G. *Bergbau*: mining.

H. *Wirtschaftswissenschaft*: economics.

I. *Landwirtschaft*: agriculture.

J. *Mathematik und Naturwissenschaft*: mathematics and science.

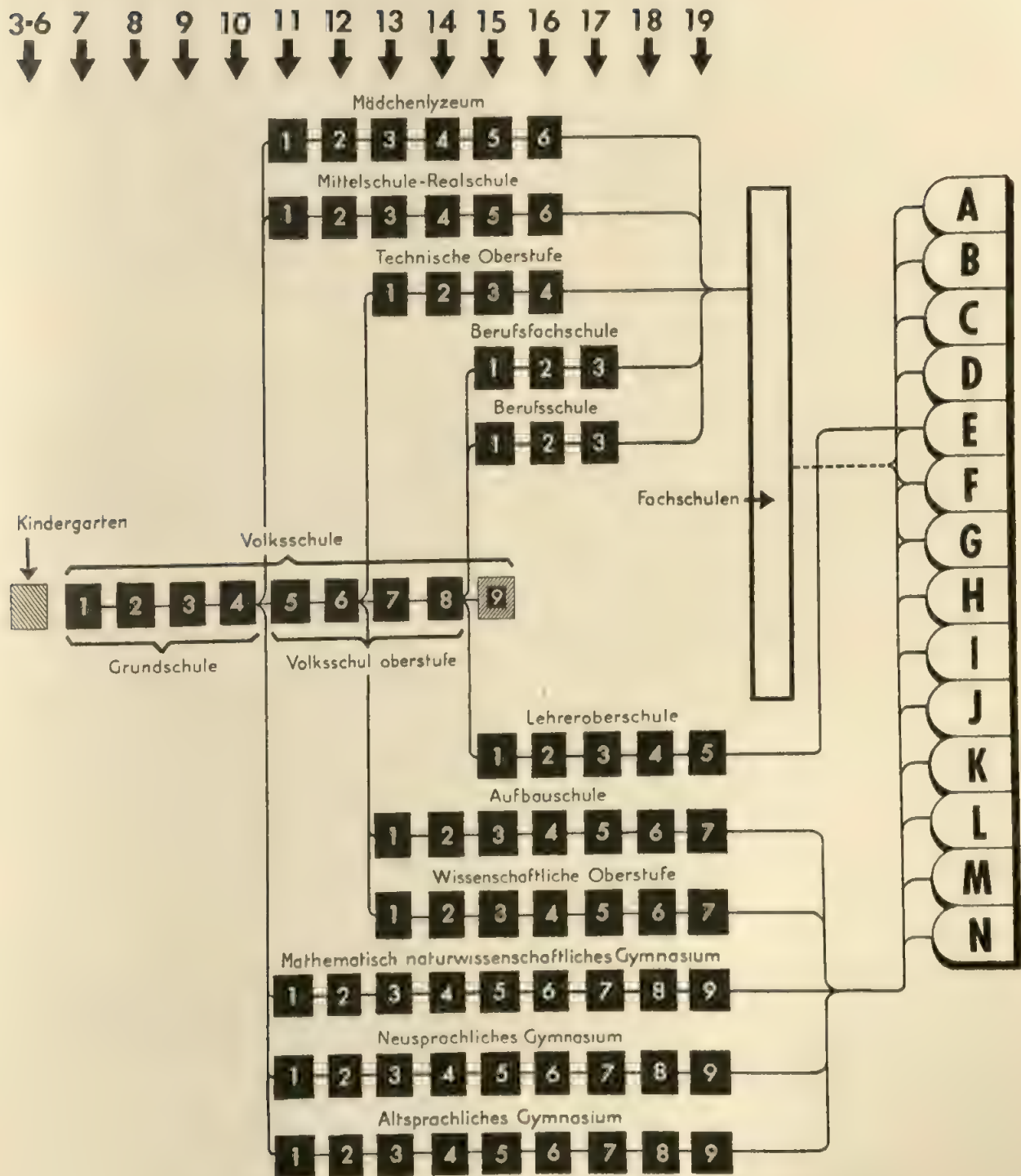
K. *Recht*: law.

L. *Medizin*: medicine.

M. *Theologie*: theology.

N. *Philosophie*: philosophy.

DIAGRAM



course of intensive training of one to three years (two to six semesters), at the end of which they sit for a State examination and, in certain cases, gain admittance to a university college.

Higher Education

There are academic, technical and art colleges.

For admittance to an academic college (*Wissenschaftliche Hochschule*), the secondary school leaving certificate is required. Universities have four to six faculties, and specialized colleges (*Fachhochschulen*) one or two faculties (e.g. theology and philosophy, agriculture and forestry, medicine, economics) and prepare students for a university diploma, a doctor's degree or a State certificate. There are 16 universities and 24 specialized colleges in the federal republic and West Berlin.

To enter technical colleges (*Technische Hochschulen*), sometimes called technical universities (*Technische Universität*) (West Berlin), pupils must have taken their secondary school leaving certificate, but in special cases pupils who have been exempted from attendance at a *Fachschule* are admitted, provided that they pass a special examination. Such colleges have mostly three to four faculties and prepare students to take their university diploma, doctor's degree or State certificate in technical, mathematical and natural science disciplines. There are eight technical colleges in the federal republic and West Berlin.

Art and music colleges (*Künstlerische Hochschulen*) admit students with pronounced artistic ability and an appropriate general culture. A secondary school leaving certificate is compulsory only for students wishing to take an art teachers' degree at the end of their training. In the federal republic and West Berlin, there are 9 art colleges and 10 music colleges.

Teacher Training

In all the *Länder* and city-states, students wishing to take any kind of teacher-training course must have obtained their secondary school leaving certificate. In some *Länder*, the five-year course at a *Lehrerbilderschule* serves as preliminary training. To this extent, all teacher training is at university level. The degree and form of academic education vary even within a single college. The training of primary (junior and senior department) teachers consists of: a special 18 months' course, in Bavaria; four semesters (two years) in a college in Wurtemberg-Baden, North Rhine-Westphalia, the Rhenish Palatinate and Schleswig-Holstein; six semesters (three years) in a college or institute in Bremen, Hamburg, Hesse, Lower Saxony and West Berlin. There is not yet any uniform system of training for teachers in middle schools (*Mittelschulen*, *Realschulen* or *Technische Oberstufen*). Either they receive the same training as primary teachers, or follow a supplementary course, or again they can take a course of professional training at a university, followed by a special examination.

Secondary school (*Höhere Schule* and *Wissenschaftliche Oberstufe*) teachers study for at least eight semesters (four years) at a university college and must pass the examination for the secondary teachers' diploma in at least two subjects, one of which must be philosophy or education.

Candidates wishing to become teachers in vocational schools receive their training at a vocational teachers' college (*Berufspädagogisches Institut*). They are required to have passed the secondary school leaving certificate and to have had two years' practical experience in industry, trade, domestic economy or agriculture, or else—if they have graduated from an advanced vocational school—to have passed a special school-leaving examination (*Sonder-reifeprüfung*). The course consists of four semesters (two years) in Wurtemberg-Baden, Bavaria and North Rhine-Westphalia, and of six semesters (three years) in Hesse, Hamburg and Lower Saxony.

Academic training is completed by a course of practical experience in teaching (probationary period), which lasts one year for vocational training school teachers and two years for primary and secondary teachers. At the end of this period, candidates have to take a second examination (in education) before becoming fully qualified.

Special Education

For children whose development is hindered by various difficulties or who are physically, psychically or mentally handicapped, there are special schools, or sometimes special classes are reserved for them in ordinary schools. Before being transferred to a special school or class, they are kept under careful observation and undergo a psychological and medical examination. To qualify for employment in a special school, teachers receive special supplementary training.

ADULT EDUCATION

Since education has been compulsory in Germany for over a century and the educational system is well organized, illiteracy is practically non-existent. Adult education has been spontaneously introduced by municipalities, educational associations and religious or trade union organizations, with the aim of raising the general level of culture, helping people to increase their technical skills, or (at evening classes) coaching candidates for the secondary school leaving certificate. The State and the various municipalities make grants towards the cost of adult education.

In 1952, there were 35 people's residential centres (*Heimvolkschulen*) providing long or short courses of a general, philosophical, political or professional nature.

There are evening schools for adults (*Abendvolkshochschulen*) which organize single lectures and courses in all medium-sized and large towns and in many parts of the countryside. Men and women attend these schools in almost equal numbers. An inquiry carried out in the winter of 1949-50 showed that approximately one-fifth of those attending were under 20, two-fifths between 20 and 30, and two-fifths between 30 and 60 years of age.

The German Trade Union Association has established its own educational and training organization (*Schulungs- und Bildungswerk*) designed to help workers to improve both their professional skills and their general culture with a view to leading a fuller life. The Educational Organization for Unemployed (*Arbeitslosen Bildungswerk*) in Hamburg deserves special mention. It was set up by an association

of economic and cultural organizations in order to provide unemployed adolescents and adults with food for the mind and practical training.

Adult education organizations in each *Land* have formed an association, and these associations are in their turn members of a central committee of the *Land* associations of adult education (*Arbeitsgemeinschaft der Landesverbände Deutscher Volkshochschulen*), with headquarters at Frankfurt on the Main.

Public libraries (*Volksbüchereien*) are of great importance to adult education; they are established by municipalities as public utilities, under the authority of the government of each *Land*.

The ministries of education have departments or officials who promote the development of adult education and public libraries, and provide them with financial assistance.

STATUS OF TEACHERS

Teachers in public schools are State or communal officials or depend on professional organizations e.g. the Chamber of Agriculture. Efforts are being made to bring them all under the direct authority of the State. They are either nominated and appointed directly by the State or, if elected by a *Kreis*, commune or Chamber, State authorization, at the least, must be obtained. Appointments, conditions of service, salaries and pensions are regulated by law.

Teachers in private schools are subject to the same or similar regulations governing training, service conditions, salaries and pensions, whenever the opening or maintenance of the school requires authorization by the State.

SCHOOL WELFARE SERVICE

School canteens, which were of invaluable help to children of all school levels and from all classes of the population during the first years after the war, have now become less important, owing to the improvement of the country's economic situation and to the fact that, almost everywhere, school hours take up only half the day. However, in all schools everywhere, pupils wishing to do so can have a school breakfast (thick soup, milk or cocoa with pastry). Poor children receive their breakfast free of charge; the others pay a small sum of between 0.10 and 0.20 German

marks per meal. The municipality is responsible for the preparation of breakfasts.

Schools of all kinds come under the health inspection system, and medical examinations are carried out at regular intervals by municipal or *Kreis* health officers. Delicate or sick children are sent to hospitals or rest homes, the cost being borne by either the parents or the commune. The latter also arranges for pupils to obtain cheap or free accommodation in holiday camps for children and adolescents.

In addition to regular gymnastic classes, every school organizes a monthly outing. Some schools have a 'home' (*Schulheim*) in the country, where classes, one after the other, spend two to four weeks with their teachers, living and working there together. The Association of German Schools' Country Homes helps to organize these country visits.

Children from very poor families qualify from the age of 14 onwards, and sometimes earlier, for State educational aid. Such help is especially welcome in families who have lost the whole or part of their belongings through the war or displacement (Emergency Aid Law).

TRENDS

Generally speaking, the trends of the German educational system are as follows:

1. Education of children to become free and responsible people, maintenance of the standard of work by closer adaptation of curricula to modern life.
2. Evolving of teaching methods and assignment of tasks which take children's development into consideration, better assessment of individual capacities, avoidance of premature specialization and provision of educational guidance, flexibility in school organization.
3. Free education and teaching aids at all educational levels, adequate educational assistance for needy parents.
4. Closer co-operation between parents and schools, participation of pupils in the organization of school life (joint teacher-pupil administration).
5. University education and higher salaries for teachers of all categories.
6. Stricter application of democratic principles in educational organization, administration and finance.

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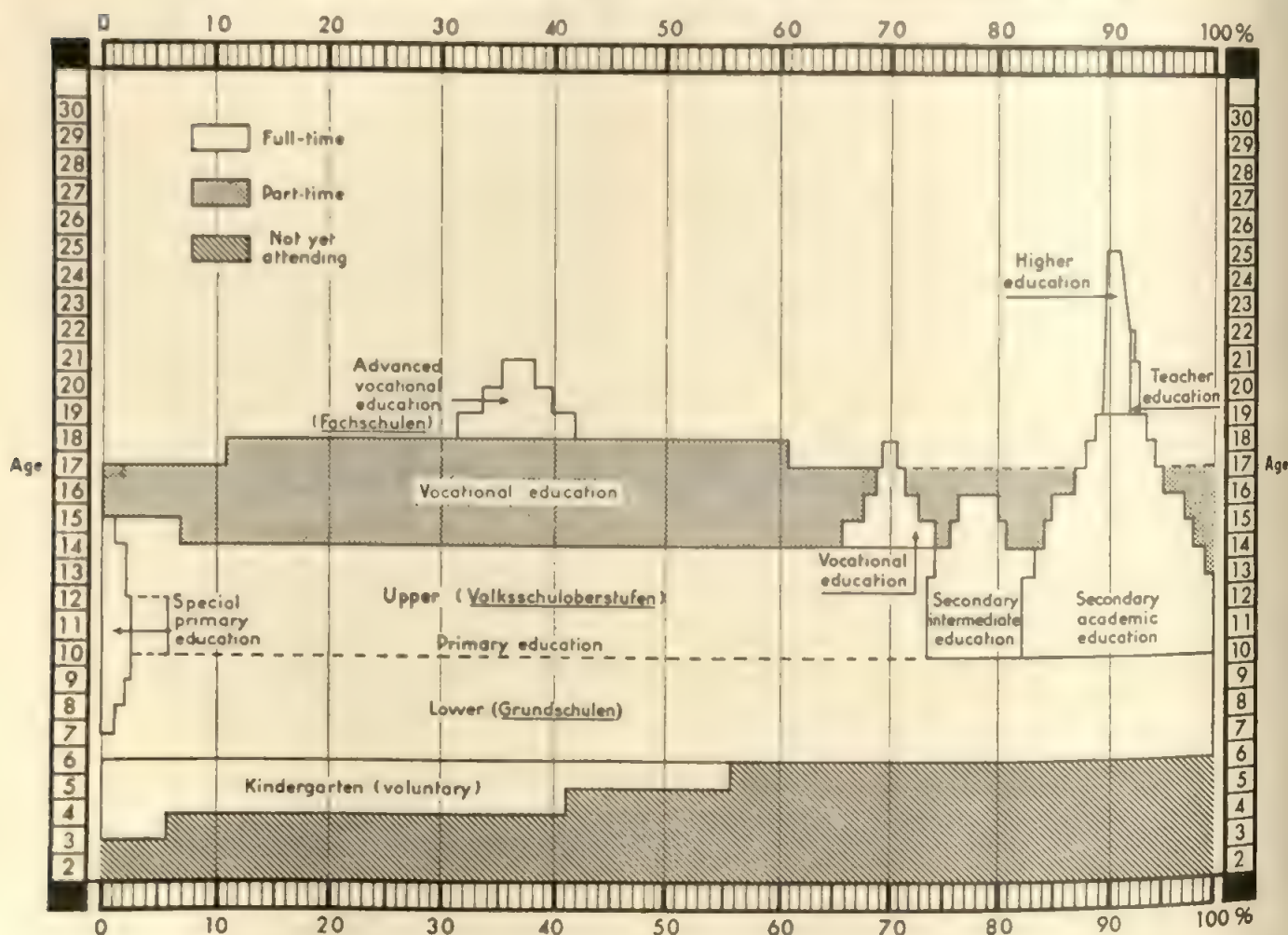
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FEDERAL REPUBLIC OF GERMANY
PERCENTAGE OF THE POPULATION ATTENDING EDUCATIONAL ESTABLISHMENTS IN 1951



Drawn up by Paedagogische Arbeitsstelle, Wiesbaden

1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Kindergartens	9 621	...	...	681 479	...
Primary					
Primary schools, public	29 598	137 126	52 822	6 610 844	3 279 064
Primary schools, private	176	759	548	22 574	11 534
Secondary					
<i>General</i>					
Intermediate schools, public	613	4 550	2 024	245 687	132 027
Intermediate schools, private	148	666	516	22 574	17 636
Secondary schools, public	1 613	32 402	10 270	679 025	280 833
Secondary schools, private	316	4 340	2 644	92 607	61 741
<i>Vocational</i>					
Part-time training, public	6 576	15 346	5 711	1 668 714	706 288
Part-time training, private	191	285	139	30 515	18 236
Full-time, prevocational, public	599	3 092	1 910	70 465	50 383
Full-time, prevocational, private	276	944	476	17 708	14 512
Full-time, advanced, public	1 005	6 021	1 973	104 092	29 978
Full-time, advanced, private	405	750	287	18 072	4 018
Higher					
Teachers' training colleges	76	1 101	331	11 386	5 184
Universities, technical universities, specialized colleges ¹	160	...	...	113 294	19 805
Special					
<i>Schools for mentally and physically handicapped children</i>					
Public	661	3 542	1 543	88 793	34 957
Private	191	587	225	16 741	6 151

Source. Bundesrepublik Deutschland. Statistisches Bundesamt. *Statistische Berichte*. Wiesbaden, 1951.

1. Not including part-time non-professional teachers.

2. Summer term 1951.

2. AGE-SEX DISTRIBUTION OF STUDENTS IN PUBLIC AND PRIVATE SCHOOLS IN 1951

Age	Number of students enrolled			Age	Number of students enrolled		
	Total	M.	F.		Total	M.	F.
Total	9 808 738	5 186 705	4 662 033				
6 —	176 048	89 578	86 470	15	622 687	329 942	292 745
6	673 970	343 925	330 045	16	557 130	311 956	245 174
7	737 354	376 731	360 623	17	481 378	277 160	204 218
8	721 492	368 498	352 994	18	280 026	160 645	119 381
9	866 298	441 604	424 694	19	32 380	26 029	6 351
10	1 086 562	559 080	527 482	20	28 292	23 266	5 026
11	976 582	498 943	477 639	21	25 415	21 192	4 225
12	898 206	467 679	430 527	22	25 990	21 850	4 140
13	836 236	427 267	408 969	23	23 445	19 745	3 700
14	696 473	367 383	329 090	24	21 858	18 377	3 481
				25 +	40 916	35 857	5 059

Source. Bundesrepublik Deutschland. Statistisches Bundesamt. *Statistische Berichte*. Wiesbaden, 1951.

3. PUBLIC EXPENDITURE ON EDUCATION, 1949 (in millions of Deutsche marks)

Item	Amount
Total	2 029
Administration, inspection, etc.	33
Primary education	1 091
Secondary education	
General	409
Technical	233
Higher education	213
Subsidies to private education	• 20
Other	30

Source. Bundesrepublik Deutschland. Statistisches Bundesamt. Wiesbaden.

Note. Official exchange rate in 1949: Jan.-Aug. 1 Dm. = 0.30 U.S. dollar; Sept.-Dec. 1 Dm. = 0.2381 U.S. dollar.

4. HIGHER EDUCATION, 1951

Faculty	Number of faculties	Students enrolled	
		Total	F.
All faculties	160	113 294	19 805
Philosophy ¹	23	16 021	5 850
Theology			
Catholic	13	3 753	140
Protestant	12	3 826	466
Law	16	12 699	1 021
Medicine	19	19 254	4 967
Natural science	22	17 479	2 898
Political science	2	637	110
Economy	7	13 256	1 710
Agriculture	6	3 046	207
Architecture	8	3 519	225
Mining	2	1 466	21
Engineering	9	12 918	40
Fine Arts	10	1 941	720
Music	10	2 896	1 272
Physical education	1	453	155
Other	...	130	3

Source. Bundesrepublik Deutschland. Statistisches Bundesamt. *Statistische Berichte*. Wiesbaden, 1951.

Note. Figures refer to the summer term 1951, and to universities, technical universities, specialized colleges in the Federal Republic and West Berlin.

1. Including psychology, sociology, history, literature, languages.

GERMAN DEMOCRATIC REPUBLIC

Total population (30 October 1946, excluding East Berlin): 17,314,000.

Total area: 107,173 square kilometres; 41,380 square miles.

LEGAL BASIS

In 1946, the German states (*Länder*) in the Soviet zone of occupation (Mecklenburg, Brandenburg, Saxe-Anhalt, Saxe-Thuringia) adopted a law on the democratization of German schools. The preamble of this law states: 'The construction of a new, peaceful and democratic Germany, which alone will lead to a national revival and to the unity of the fatherland, necessitates a fundamental democratization of German schools.'

When the German Democratic Republic came into being, in 1949, Articles 34-40 of the Constitution confirmed the provisions of the 1946 law. Public education falls within the jurisdiction of the *Länder*; the educational system is

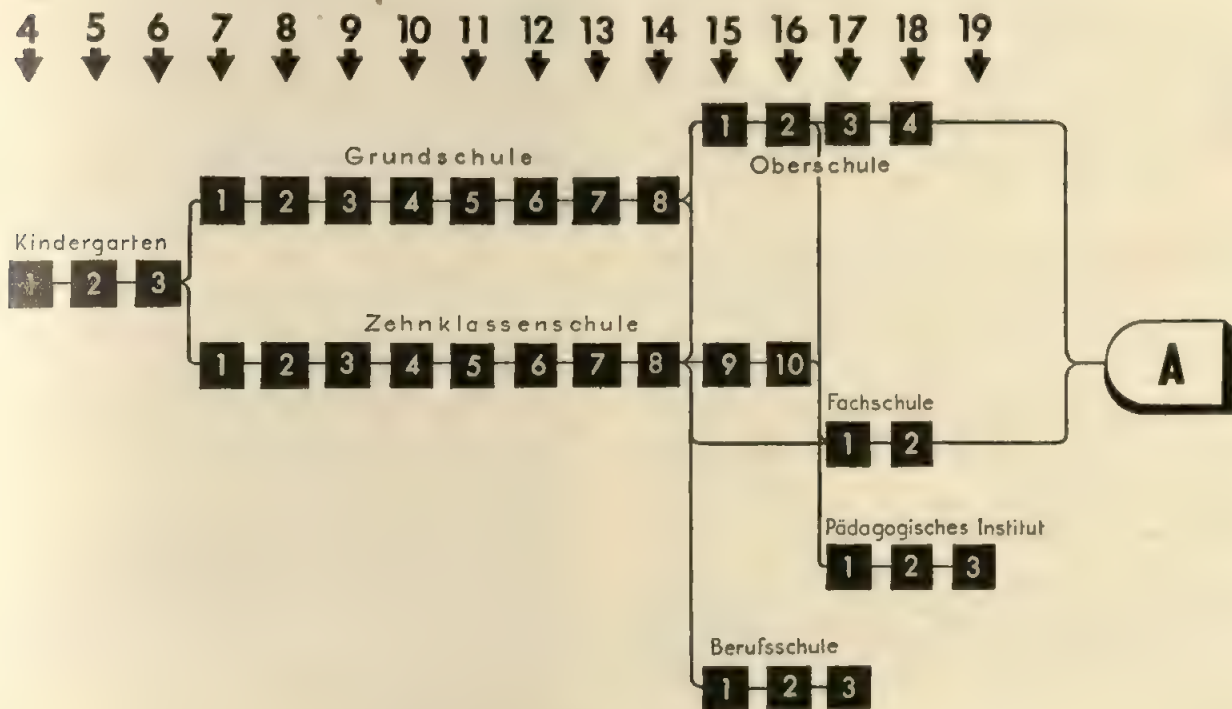
Based on published sources, prepared in April 1953.

determined by them in accordance with their own particular laws. Within each of the *Länder*, all the schools are State schools (private schools not being authorized).

ADMINISTRATION

In regard to education, the supreme authority for the whole of the territory is the Ministry of Public Instruction, which has its headquarters in Berlin. The bodies responsible for the execution of the laws and decrees of the Republic relating to education are the ministries of public instruction of the *Länder*. At the local level, there are offices of public instruction (*Volksbildungsämter*), which

DIAGRAM



GLOSSARY

Berufsschnle: vocational training school.
Fachschnle: vocational secondary school (technical).

Grundschnle: complete primary school.

Kindergarten: pre-primary school.

Oberschnle: general secondary school of

three types: Class A (modern languages); Class B (mathematics and natural science); Class C (classical languages).

Pädagogisches Institut: teacher-training school for teachers in lower cycle of primary education.

Zehnklassenschule: extended school giving general course of study more complete than the *Grundschnle*.

A. Higher education, including teacher-training college and faculty of education.

are under the direction of a school council and have the assistance of several experts in the various branches of education. Each school has a parents' council.

ORGANIZATION

Pre-school Education

The chief purpose of kindergartens is to help mothers who work away from home. There are kindergartens attached to the factories and communes. Staff salaries are paid by the State.

Primary Education

School attendance is compulsory from 7 to 18 years of age. There is only one type of primary school (*Grundschnle*), which has eight classes.

In the four classes of the lower cycle, lessons in all sub-

jects are given by the same teacher; from the fifth year (upper cycle), instruction becomes more specialized, and each teacher is responsible for a particular subject. The subjects taught in the upper cycle must include a foreign language (Russian), physics, chemistry and biology.

Secondary Education

The secondary school (*Oberschnle*) has four classes. There are three types: Class A (modern languages), Class B (mathematics and natural sciences), Class C (classical languages). The first foreign language in all three types of schools is Russian; the second in Class A and Class B schools is English or French or, in certain cases, Polish or Czech; the third foreign language is Latin. In Class C schools, the second language is Latin and the third Greek.

Since 1951, there have also been schools with 10 classes (*Zehnklassenschulen*), covering the first 10 years of school attendance. They give a general course of study more complete than the eight-class schools and, in particular, they

lead to specialization by preparing pupils for admission to various technical schools. According to the estimates of the five-year plan (1951-55), the total number of secondary schools and 10-year schools will have increased by 50 per cent by the end of 1955.

The supply of educational materials free of charge is gradually becoming the rule in all schools; in 1951-52, half the school textbooks prescribed by the curricula were supplied to pupils without payment.

Vocational Education

The technical schools are under the authority of the Department for Technical Education, which has the powers and functions of an independent ministry. There is also a Central German Institute for Vocational Education (Deutsche Zentral-Institut für Berufsbildung). A clear distinction should be made between two kinds of schools: the vocational schools (*Berufsschulen*) which provide a three-year course of instruction, and the technical schools (*Fachschulen*) which provide a two-year course. There are also vocational schools attached to the factories; they are responsible to the factory managements and have to supply the latter with specialized workers.

The former rural schools with one class have been abolished, and schools with eight classes have been established in rural areas. At first, these were chiefly used as central schools, to be attended by the children from small communities in one district during the last four years of their schooling.

The examinations for admission to all types of secondary schools include the following subjects: German, mathematics, Russian. Pupils wishing to attend Class A or Class C schools must also take an examination in the second or third foreign language. Those wishing to attend Class B secondary schools must take further examinations in physics, chemistry, biology and geology.

With regard to the methods employed, theoretical teaching is always related to actual social and political facts.

Everywhere, and at all levels, efforts are being made to raise the level of education in accordance with the requirements of the five-year plan. In 1952, it was decreed that pupils who failed to pass the final examinations of the *Grundschule* would have to continue attending school.

Physically and mentally handicapped children and problem children attend special schools.

Higher Education

Higher education is under the authority of the Department for Higher Education, which has the same functions as a ministry.

Before being admitted to an institution of higher education, pupils must have completed secondary or technical studies or must take an entrance examination. Every university or higher school has a committee on admission, which takes its decisions in the light of the statistics relating to needs for specialized labour; these statistics are provided by the various ministries concerned.

There are faculties for peasants and workers attached to each university and to the Higher Technical Institute of

Dresden. They have boarding arrangements and their curriculum is similar to that in secondary schools. They give a three years' course of study and prepare students for specialization.

A number of scholarships enable students from needy workers' or peasants' families to continue their studies. About half the students enrolled at the faculties are in these circumstances.

Compulsory courses on the fundamental principles of Marxist-Leninist thought are given at each faculty. The study of the German and Russian languages and literature, and the practice of certain sports, are also compulsory.

Teacher Education

According to Article 36 of the Constitution of the German Democratic Republic, teachers must be trained either at a university or at a specialized institute of similar standing. At present, teacher training is organized as follows:

1. Teachers for the lower cycle of the *Grundschule* (first to fourth year of schooling): candidates, who must have completed their studies at a 10-year school, take a three-year course at a pedagogical institute.
2. Teachers for the middle cycle (fifth to eighth year of schooling): this course, which also lasts for three years, is given at the faculty of pedagogy of a university or at the Higher School of Pedagogy at Potsdam.
3. Teachers for the upper cycle (ninth to twelfth year of schooling): in addition to the course at a faculty of pedagogy, candidates take four years' specialized studies at a faculty of philosophy or a faculty of mathematics and natural science.

The Central German Institute of Pedagogy (Deutsche Pädagogische Zentral-Institut) in Berlin supervises the professional training of primary and secondary school teachers who are already in active employment and attends to the development of educational science.

There are correspondence courses (spread over six semesters) for the specialized training of teachers whose professional training has been curtailed owing to post-war circumstances.

According to the estimates of the five-year plan, the number of teachers in *Grundschulen* and secondary schools will be 91,000 in 1955. (There were 75,000 in 1951.) The average pupil-teacher ratio will thus be 25 in *Grundschulen* and 18 in secondary schools.

Youth Organizations

There are two important youth organizations: Free German Youth (Freie Deutsche Jugend), an independent democratic organization open to young people from 14 to 25 years of age whose aims are to serve the campaign for a united, democratic and peaceful Germany and to bring about friendship with all peoples, especially the Soviet Union and the People's Democracies; Young Pioneers (Junge Pioniere), an organization for children from 6 to 13 years of age.

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SUMMARY OF SCHOOL STATISTICS, 1952

Level of education	Enrolment
Primary	} 3 500 000
Secondary	
Vocational	
Higher	28 000

Source. Estimates derived from different official sources.

GREECE

Total population (1952 midyear estimate): 7,760,000.
Total area: 132,562 square kilometres; 51,180 square miles.
Population density: 59 per square kilometre; 152 per square mile.
Enrolment in public primary schools (1951-52): 874,173.
Enrolment of girls as percentage of total: 45 per cent.

Pupil-teacher ratio: 49.

Prepared by the Hellenic National Commission for Unesco, in February 1953.

LEGAL BASIS

Article 16 of the Greek Constitution defines the system of education. In particular, it lays down that:

'Education is a State responsibility and shall be imparted either at State expense or at the expense of the independent local government bodies.

'The aim of the teaching in all primary and secondary schools shall be to provide a moral and intellectual education and to develop the national consciousness of the pupils in accordance with the ideological directives of Greco-Christian civilization.

'Primary education shall be free and compulsory for all. The length of the period of compulsory education, which shall not be less than six years, shall be laid down by law.

'Higher educational establishments shall be responsible for their own administration, under State supervision, and their teaching staff shall have the status of civil servants.

'Citizens possessing their full political rights, and corporate bodies, shall be entitled, with government authorization, to open schools which shall be run in accordance with the constitution and with existing legislation.'

These provisions are supplemented by current school legislation, the measures¹ at present in force, for the various branches of education, being as follows:

Pre-primary and Primary Education

Law 4397 (1929) on the establishment and organization of infant schools.

Laws 4653 (1929) and 2180 (1940) on primary schools (*Démotikon*). It was Law 4653 (1929) which for the first time fixed at six years the length of studies in all primary schools.

Secondary Education

Laws 4653 (1929) and 2180 (1940) on the reorganization of classical (*Gymnasion*) and modern (*Lykion*) secondary schools. The first of these laws substituted for the two stages of secondary teaching (a lower stage of three years and a higher stage of four years) a single stage of a duration of six years. It also introduced a differentiation into secondary education after the fourth year, it being open to pupils to concentrate either on science (*Lykion*) or the humanities (*Gymnasion*).

Laws 4376 (1929) and 4630 (1930) on the establishment and organization of University Experimental Schools (one at Athens and the other at Salonika). Each of these schools is composed of a *Démotikon* and a *Gymnasion*. They are designed (a) to be training centres for teachers and for students who intend to teach in secondary schools; and (b) to lead the way in applying any changes in curricula, methods of teaching and examinations that may have been decided on.

Decree-Law of 12 December 1927 and Law 3776 (1919) on

1. Legislation is voted by the Chamber and promulgated by the King.

the establishment and organization of the model College of Psychico (near Athens).

Laws 2545 (1940) and 881 (1943) on the organization and running of private primary and secondary schools.

Laws 2197 (1920) and 3336 (1925) on the organization and running of commercial intermediate schools. These schools, although providing vocational education, are classical schools.

Vocational Education

Laws 214 (1943) and 1785 (1951) on the establishment of two higher schools of domestic science.

Laws 5197 (1931) and 28 (1936) on the organization of vocational and technical training.

Law 2395 (1940) on the establishment of a school for mercantile marine officers.

Teacher Training

Laws 4367 (1929) and 4619 (1930) on the establishment of a teacher-training school for infant school mistresses.

Laws 5802 (1934) and 953 (1937) replacing the teacher-training schools for masters and mistresses by 'pedagogical academies', entrants to which must have taken a secondary classical course (*Gymnasion*).

Law 2027 (1937) on the organization and running of the Gymnastic College, which trains prospective physical education teachers for secondary schools.

Laws 5620 (1932) and 2509 (1940) on the physical education curriculum in secondary schools.

Laws 4372 (1929) and 4619 (1930) on the organization of the teacher-training school for refresher training for secondary school science and literature teachers.

Higher Education

Laws 5343 (1932), 1430 (1938), 1895 (1939) and Constitutional Acts 60 (1945); 67 (1945) deal with the University of Athens and the University of Salonika.

Decree-Law of 12 October 1931, Laws 1477 (1938), 935 (1943) and 1451 (1950) on the Athens Polytechnic School (School of Applied Science).

Laws 4791 (1930), 908 (1937), 1942 (1939), Decree-Law 1315 (1942) and Law 2201 (1952) on the School of Fine Arts.

Law 954 (1942) on the Higher School of Economic and Commercial Science.

Laws 696 (1941) and 540 (1943) on the organization of the *Panteios* (Political Science School).

Law 1844 (1920) and Decree-Law of 3 December 1943 on the establishment and reorganization of the Higher School of Agriculture in Athens.

Law 1245 (1949) on the establishment and organization of the Higher School of Industrial Studies.

Law 1445 (1942), turning the Salonika Conservatory, which had been in existence since 1914, into a State conservatory. (There are in addition three conservatories at Athens, which have branches in the principal towns of Greece: the Athens Conservatory, founded in 1871, the Hellenic Conservatory and the National Conservatory.)

ADMINISTRATION

Greece long ago decided in favour of decentralization, but it was only carried out by degrees. It is provided for by means of inspectors, of whom there are more for primary (124 inspectors) than for secondary education (20 inspectors-general). Each inspector is assisted by a council, which is responsible for most of the administrative work in the area. Above the inspectors of primary education are nine inspectors-general of primary education, who in addition to their duties of inspection and management make themselves responsible, with their councils, for the larger administrative questions.

There are also two inspectors-general for private secondary schools and one inspector-general for foreign schools and minority schools. Since the secondary inspectors-general all hold degrees in letters it has been found necessary in the interests of efficiency to appoint 11 inspectors-general representing the other branches of knowledge (natural sciences, physics, mathematics, religion and physical training).

This administrative structure, while leaving the central authorities with the last word in the supervision of education, has tended increasingly to reduce their administrative burden. At the same time it allows them greater freedom to solve the more important questions of organization, curricula, textbooks, etc.

Finance

The State assumes responsibility for all expenses relating to the salaries of the staff of the public pre-primary, primary and secondary schools, as well as of the staff of the teacher-training schools and the public vocational schools.

The higher educational establishments also receive State subventions to the amount of the salaries of their staff.

Pre-primary and primary education are free. Secondary school pupils alone pay a very small fee. The State also bears all the costs of school buildings and furniture and their upkeep, as well as of school books and other school requisites.

Secondary school pupils pay an annual contribution towards the upkeep of their school buildings and to cover part of the cost of the school requisites. In each school there is a parents' committee on which the headmaster (*scholiki eforia*) sits, and which is responsible for administering these sums in the interests of the school, as well as such sums as may be available from voluntary contributions by parents and friends of the school. The work of these committees often yields very satisfactory results.

There is also a national organization, the Pupil's Friend, whose aim is to distribute books free to needy primary school pupils.

Private schools receive no State subvention.

ORGANIZATION

Pre-school Education

This is not compulsory. There is a comparatively small number of infant schools, which take children from 4 to

6 and which endeavour to train them in good habits, to develop their use of their senses and to exercise the faculties which will be most useful to them when they enter the primary school. The kindergartens established by the Ministry of Public Assistance, which take even younger children, work along the same lines.

Primary Education (from 6 to 12)

This is compulsory and free in the public schools. It is organized in every parish and comprises six years of teaching. The curriculum now in force dates from 1913, with subsequent partial revisions. The teachers are guided in their work by contemporary educational trends. Environment studies bulk very large in the teaching, particularly in the first four years. The method of centres of interest, global or analytico-synthetic reading, individual or team work and encouragement of individual enterprise by the children—these lines of approach are, generally speaking, winning wider and wider acceptance among teachers.

Secondary Education

At the conclusion of the primary school course, any pupil can sit for the entrance examination for a secondary school. The course lasts six years. In secondary education, the pupil is offered a choice between two parallel courses: the humanities and commercial studies.

The first group in its turn bifurcates after the fourth year of studies, offering the pupils a choice of studying Greek and Latin (*Gymnasion*) or Greek and science (*Lykion*).

At the conclusion of their six years of studies, the pupils can sit for an entrance examination for a higher educational establishment.

Consideration is now being given to a reorganization of secondary education. There will probably be two stages, a lower and a higher, the whole period of study covering from six to seven years. An attempt will be made to give pupils a wider field of choice.

Vocational Education

There are a considerable number of public or State-subsidized schools, distributed all over the country, which provide vocational education. Not a few of these schools were founded by various types of organizations or associations. The aim of this teaching naturally is the vocational training of prospective technicians in industry, commerce, handicrafts, applied arts, agriculture, social service, domestic science, women's work (cutting and dressmaking), nursing, etc.

It is difficult to talk of the structure of vocational teaching, since of its very nature it varies greatly according to the professions or trades for which it offers training. Furthermore, it comes under more than one ministry, and each of these ministries has founded and subsidizes schools in the field with which its activities are concerned. Nevertheless, a certain amount of general information can be given.

Most vocational education schools take pupils who have completed their primary education or the first year at a secondary school. The first category of pupils must spend

a year in a preparatory class before beginning their vocational training proper.

The vocational or technical schools which take pupils who have already spent two or three years in a secondary school are fewer. The length of the course is generally between two and six years. Most of these schools are evening schools, and the maximum number of pupils in a class is fixed at 50. The courses are not free, but all the public schools and those receiving State subventions take a certain number of necessitous pupils without fees.

Entrance to institutions of higher vocational education, such as the School of Applied Sciences, is limited to students who have completed their secondary studies. Two tendencies operate at the moment in vocational education. The first is to co-ordinate technical and vocational training by standardizing it on the pedagogical and the geographical level and by adapting it to the economic circumstances of the various areas and the needs of industry, trade and handicrafts. The second is to improve the professional training of the teaching staff. Finally, artistic education is just as complicated and various and it is difficult to give a clear picture of it, particularly where curricula, standards and length of courses are concerned. Establishments such as schools of drawing and of fine arts, schools of music and conservatories and schools of dramatic art, train the taste or the artistic talents of their pupils to every degree of proficiency.

Higher Education

The universities generally possess the following faculties: theology, philosophy and letters, law and political science and economics, science, medicine, and applied science. Schools and institutes of higher studies or of research are attached either to the faculties or to the Athens Academy and are run as independent establishments; such is the case with the School of Applied Science, the School of Political Science (*Panteios*), the Athens School of Agriculture, the School of Economic and Commercial Science, the conservatories of music, the agronomic institutes, etc. With the exception of the institutes and the conservatories, these schools confer university degrees just as the universities do. The universities and the schools of higher studies alike offer training for scientific research and for the liberal professions.

Teacher Training

There are four kinds of teacher-training schools.

The teacher-training school for infant school mistresses gives a four-year course for pupils between 13 and 17; the entrance examination is open to girls who have finished primary school.

The primary teacher-training schools, or 'pedagogical academies', train primary school teachers. They offer a two-year course to students between 18 and 20 and the entrance examination is open to young men and women who have finished their secondary studies.

The *Gymnastiki Akadimia* is a teacher-training school intended for physical training teachers in secondary schools. It offers a three-year course, and recruits students by entrance examination from secondary school leavers.

There are in addition two special teacher-training schools,

one for the staff of the social assistance department, the other for kindergarten staffs.

Special Education

There are schools for abnormal and defective children, for the blind and the deaf-and-dumb, and for delinquent children. An increase in the number of schools of this type, especially those for abnormal or backward children, is greatly needed.

FUNDAMENTAL AND ADULT EDUCATION

The war, the occupation and the successive migrations of a large part of the population caused first by the communist rebellion and then by the reconstruction of the country set a large number of problems of adaptation and readaptation and made adult education and fundamental education urgent and serious issues. Considerable efforts have been exerted with a view to their solution, and special mention should be made of the work done in this field by the National Foundation, which is under the patronage of the King. The two problems, however, have still to be tackled in a broad and decisive manner.

STATUS OF TEACHERS

Members of the staff of the public schools are appointed by the authorities. The appointment of members of the staff of private schools must be approved by the State.

The staff of such institutions of higher education as depend on the State are selected by the Academic Council of the establishment concerned and appointed by the Minister of Education. Law 1811 of 1951, on the status of government employees, set out to standardize the conditions of appointment, promotion and payment of all civil servants. Generally speaking, every civil servant has a right to draw a full pension after 35 years' service, and a proportional pension after 25 years' service for men, and 20 years for women.

The law also deals with pension rights in cases where serious health reasons or other circumstances, such as the abolition of a post, lead to the dismissal of an official. In

all such cases, a minimum number of years of service is required before pension rights can accrue.

SCHOOL WELFARE SERVICES

Up to the end of the 1951/52 school year, school canteens were run in every primary school, as well as in teacher-training schools and universities, for the benefit of necessitous pupils and students. During the present school year (1952/53) school canteens have been running only in teacher-training schools and universities.

There has been an extraordinary expansion in the number of school camps. In the summer of 1952, no less than 129 camps, in almost every area of the country, were open to primary and secondary school pupils. They were attended by a total of 57,500 pupils, and their contribution to the physical and moral well-being of the pupils has earned increasingly enthusiastic tributes.

The State Scholarships Foundation has now been running for two years. Its aim is to award scholarships to deserving pupils or students whose personal resources are insufficient.

Attached to each inspector of primary education is a school doctor whose duty it is to examine pupils on their entry to a school and at least once during the school year. The school doctors also teach the rudiments of hygiene in secondary schools.

Physical education is a compulsory subject in almost all school curricula.

The boy scouts, the girl guides, the Junior Red Cross and similar movements do their best to supplement the work of the school in the physical, moral and social training of young people. The question of methods of collaboration between the school and the youth movements still awaits a satisfactory solution.

TRENDS AND PROBLEMS

The principal problems of the moment would seem to be those of adapting education to the needs of society, securing the general supervision over it of the Ministry of Education—except for the establishments which come under the Ministry of National Defence—and organizing vocational education along more systematic lines.

GLOSSARY

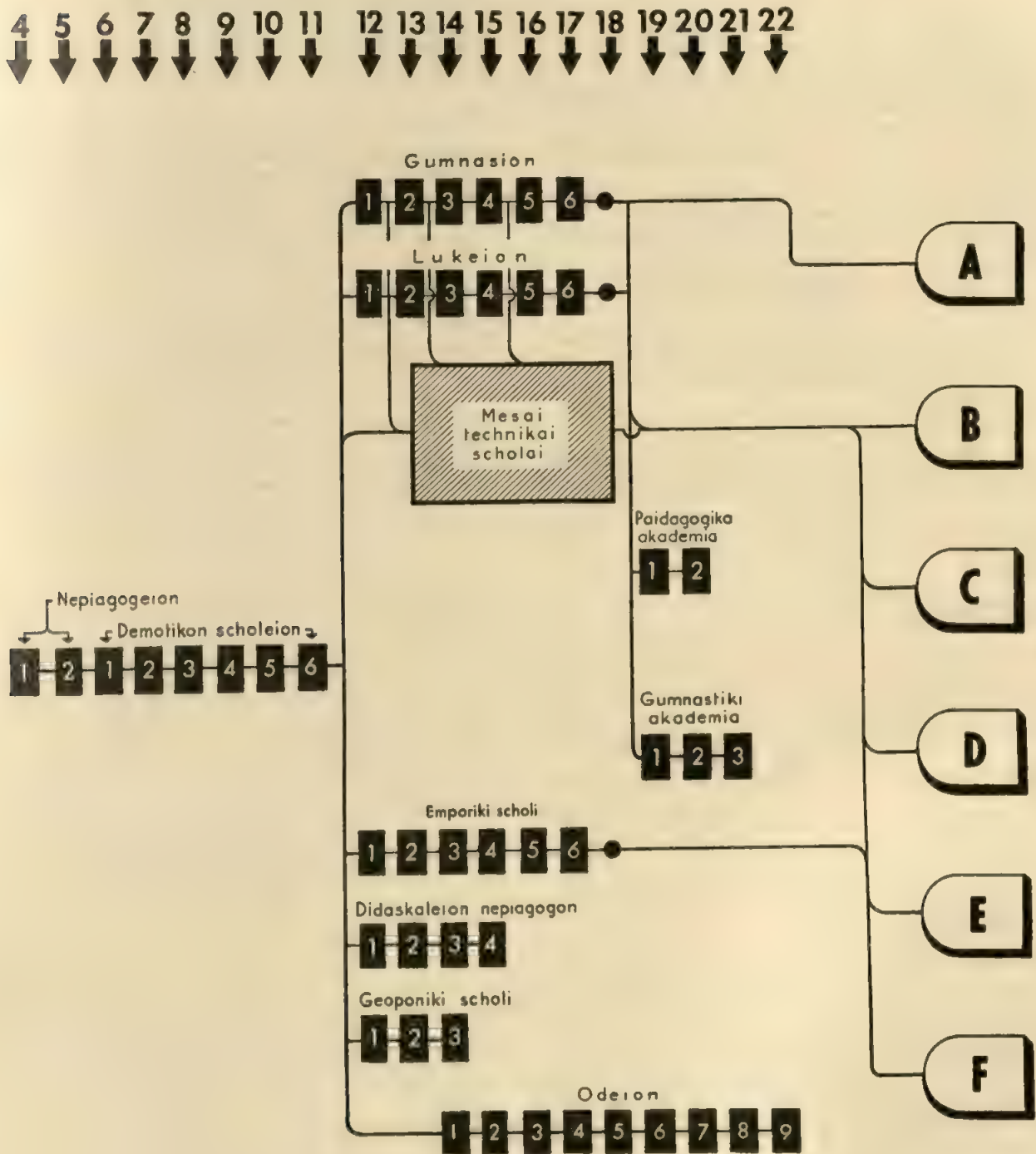
demotikon scholeion: primary school.
didaskaleion nepiagogon: teacher-training school for pre-primary teachers.
emporiki scholi: vocational training school of commerce.
geoponiki scholi: vocational training school of agriculture.
gymnasion: general secondary school with curriculum emphasizing classical Greek and Latin studies.
gymnastiki akademia: specialized teacher

training college for teachers of physical culture.
lukeion: general secondary school with curriculum emphasizing sciences.
mesai technikai scholai: vocational training schools of various types.
nepiagogeion: pre-primary school.
odeion: vocational training school of fine arts or music.
paidagogika akademia: teacher-training college.

HIGHER EDUCATION

- A. University.
- B. College of applied science.
- C. College of fine arts.
- D. Agricultural college.
- E. Industrial college.
- F. School of economics.

DIAGRAM



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1. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Kindergarten, public	874	...	763	31 318	...
Kindergarten, private	108	...	115	1 780	...
Primary					
Primary schools, public	9 060	17 679	...	874 173	394 261
Primary schools, private	307	900	...	28 000	...
Moslem schools in Thrace	257	353	...	12 929	...
Primary evening schools for adults	38	205	...	9 656	...
Secondary					
<i>General</i>					
Public schools ¹	340	4 638	1 171	188 030	66 191
Private schools	125	1 743	...	20 239	...
<i>Vocational</i>					
Private vocational schools, State-aided	120	1 449	107	25 358	1 066
<i>Teacher training</i>					
School for infant school teachers	1	10	8	...	148
Schools for primary teachers	14	113	...	5 329	1 793
Gymnastiki Akadimia	1	21	3	207	93
Higher					
Universities	2	428	69	6 730	...
Polytechnical school	1	111	3	1 112	...
Other higher schools, public	3	57	1	3 376	101
Higher schools, private	1	36	1	693	53
Special					
School for abnormal children	1	7	...	56	...
Schools for the blind	2	38	...	202	...
School for the deaf and dumb	1	12	...	79	...
Schools for delinquent children	3	25	3	706	...

Source. Greece. Ministry of Education.

1. Including 14 evening secondary schools for adults (3,562 students of whom 358 female).

2. HIGHER EDUCATION, 1951/52

School and faculty	Teachers				Students		Degrees awarded (licences)
	Higher		Lower		Total	F.	
	Total	F.	Total	F.			
University of Athens							
Medicine	29	—	92	35	1 670	...	440
Law	17	—	...	...	1 168	...	512
Theology	12	—	—	—	217	...	52
Physics and mathematics	26	—	49	8	693	...	186
Philosophy	21	—	...	...	387	...	136
Dentistry	3	—	11	—	183	...	192
University of Thessalonica							
Medicine	18	—	32	6	772	...	34
Law	15	—	3	—	791	...	98
Theology	7	—	—	—	108	...	14
Physics and mathematics	18	1	17	2	207	...	23
Philosophy	18	—	2	—	355	...	37
Agriculture	14	—	16	—	195	...	50
Veterinary medicine	5	—	—	—	64	...	—
Athens Polytechnical School	59	—	52	3	1 112	...	204
Higher School of Economic and Commercial Science	17	...	8	...	1 735	...	157
Political Science School	24	...	3	...	1 424	156	62
School of Fine Arts	5	...	—	—	217	101	11
Higher School of Industrial Studies	36	1	—	—	693	53	...

Source. Greece. Ministry of Education.

GUATEMALA

Total population (first semester of 1951 estimate): 2,887,000.
 Total area: 109,000 square kilometres; 42,000 square miles.
 Population density: 26 per square kilometre; 69 per square mile.
 Population within compulsory school age limits, 6-14 (1950 estimate): 695,000.
 Total enrolment (1950): 164,815 in primary schools.
 Enrolment of girls as percentage of total: 43 per cent in primary schools.

LEGAL BASIS

The new constitution adopted by the Constituent Assembly on 11 May 1945 deals with education in Section IV of Chapter II, under the heading 'Social Guarantees'. This Section contains nine Articles, numbered 79 to 87. Some of these are quoted below:

Article 81. There shall be a minimum course of general education, which shall be compulsory for all the inhabitants of the country within the age limits specified in the laws, and in accordance with the plans and curricula there laid down.

Education in the public schools shall be secular and the minimum course of general education mentioned in the previous paragraph shall also be free of charge.

Pupil-teacher ratio: 23 in primary schools.

Public expenditure on education (1950/51): 6,674,354 quetzales.

Official rate of exchange: 1 quetzal = 1 U.S. dollar.

Based on official sources, prepared in June 1953.

Article 82. The following are hereby proclaimed to be matters of public import: the literacy campaign; free public schooling as regards the minimum course of general education, agricultural and industrial training, art education and teacher training; the provision of scholarships for further study and specialization in cultural and technical subjects; the establishment of vocational training schools and institutes of technology, public and school libraries and other cultural centres; the promotion of sports and physical culture.

The State shall endeavour to aid needy Guatemalan citizens so that all may have opportunities for all types of education on the basis of their aptitudes and interests only.

The owners of agricultural undertakings, factories or other large establishments are required to endow and maintain schools for the children of peasants' or workers' families living on their property, the State being responsible for organizing such schools, for inspection, and for the appointment of staff.

Article 83. The development of a policy wholly designed to secure better economic, social and cultural standards of living for Indian communities is hereby proclaimed to be a matter of public import and national interest. For this purpose, laws, regulations and special provisions affecting Indian communities may be enacted, having regard to the needs, circumstances, practices, habits and customs of those communities.

ADMINISTRATION

The Ministry of Education controls all educational establishments in the Republic, except for the university, which is self-governing.

The administrative departments of the Ministry include: the Technical Council on National Education (Consejo Técnico de Educación Nacional); the Directorate-General of Education, comprising branches dealing with post-primary, urban primary, early childhood, rural, vocational and technical education; the Directorate-General of Fine Arts and the Dissemination of Culture; the Departments of Physical Education and Literacy; the Technical Inspectorate; Cultural Missions, etc.

The establishment of private schools is permitted, but such schools must follow the official curricula and are subject to certain other conditions specified in the law. The diplomas and certificates they award must be ratified by the Ministry of Education.

ORGANIZATION

Pre-school Education

Kindergartens take children between the ages of 4 and 7. Froebel and Montessori methods are widely used.

Primary Education

Rural primary schools. Under Government Decree No. 58, dated 16 February 1949, the rural primary schools, with a three-year course, were reorganized, and the system of *Núcleos Escolares Campesinos*, which is gradually to be extended to cover the whole country, was introduced. Each nuclear unit consists of a central school (six-year course) and a number of subsidiary *escuelas seccionales*. In addition to the basic subjects, these schools provide courses adapted to local conditions, with special reference to elementary instruction in agriculture, health and cottage industries.

Urban primary schools. The principles on which the new curricula are based (Government Decree, No. 154, of 12 June 1947) are unity, continuity, co-ordination, flexibility, functionalism. These curricula, extending over a period of six years, cover the minimum instruction made obligatory for Guatemalan citizens by the Constitution of the Republic. The curricula are adaptable enough to allow of their being adjusted to regional and local conditions.

The unity of the educational system is apparent firstly in the continuity of education from the pre-school stage to that of higher learning, secondly in the fact that the school serves the entire population, without distinction, and lastly in the co-ordination, in the school, of the interests and special features of the various geographical regions and different Guatemalan communities.

GLOSSARY

academia de bellas artes: vocational training school of fine arts.

ciclo común de cultura general: lower general secondary school.

ciclo especial para estudios de bachillerato: upper general secondary school stream of academic studies.

ciclo especial para estudios de magisterio: upper general secondary school stream of teacher training.

enseñanza vocacional: vocational training schools of various kinds: *escuela nacional de artes y oficios femeniles* (national training school of arts and crafts for girls); *escuela nacional de ciencias comerciales* (national school of commerce); *escuela nacional de educación física* (national school of physical education); *escuela nacional de hilados y tejidos regionales* (national school for textile workers), etc.

escuela de comercio: vocational training school in commercial subjects.

escuela de música y declamación: vocational training school of music and dramatic art.

escuela nacional para maestras de párvulos: teacher-training college for pre-primary school teachers.

escuela normal rural: teacher-training school for rural primary school teachers.

escuela normal urbana: teacher-training school for urban primary school teachers.

escuela de párvulos: pre-primary school.

escuela primaria rural: rural primary school.

escuela primaria urbana: urban primary school.

instituto agrícola industrial: secondary vocational school.

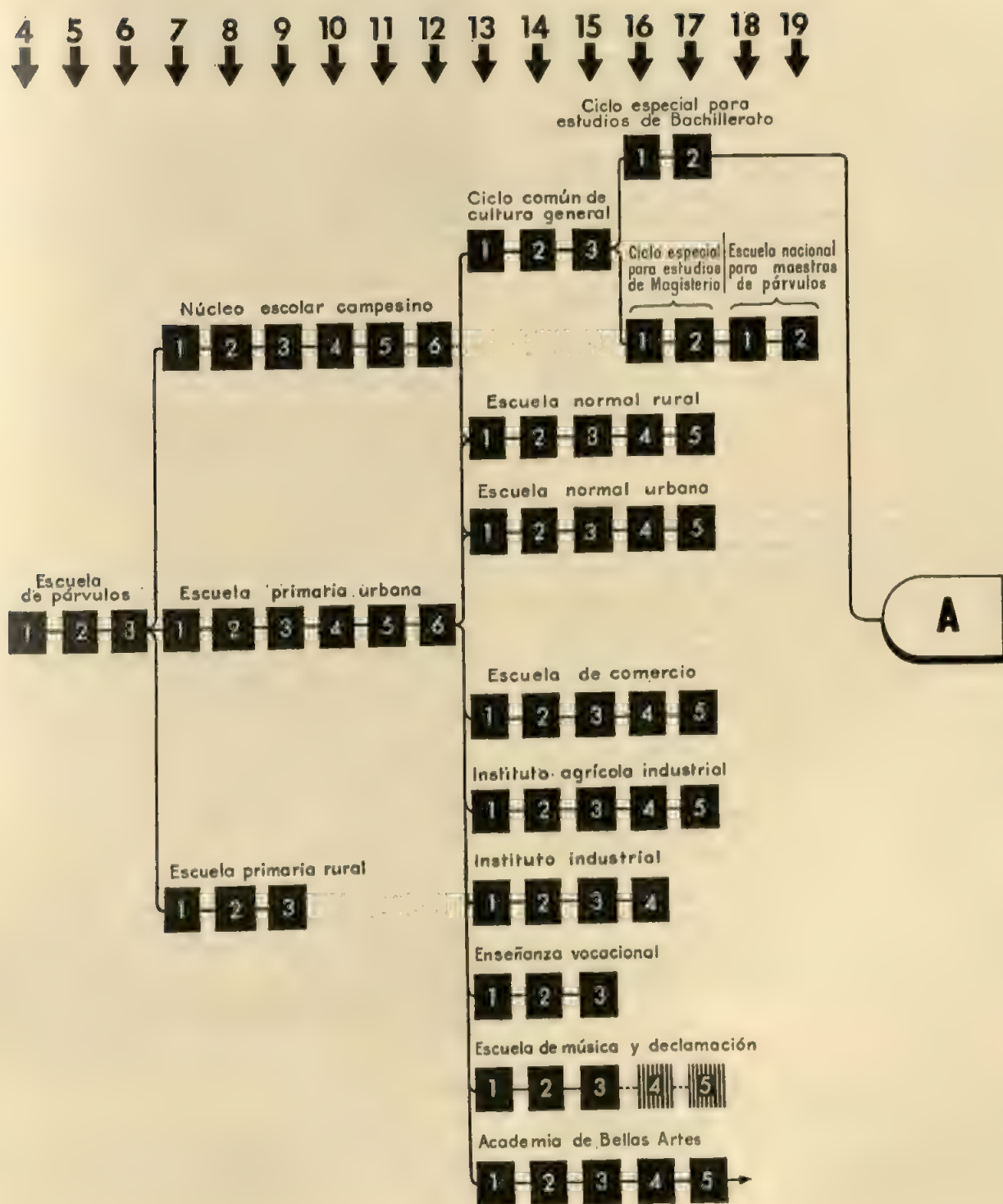
instituto industrial: vocational training school.

núcleo escolar campesino: rural consolidated primary school serving defined region.

HIGHER EDUCATION

- A. *Universidad*: university with the following faculties:
Ciencias económicas: economics.
Ciencias jurídicas y sociales: legal and social science.
Ciencias médicas: medicine.
Ciencias naturales y farmacia: natural science and pharmacy.
Humanidades: arts.
Ingeniería: engineering.
Odontología: dentistry.

DIAGRAM



Secondary Education

Under the new curricula (Decree No. 244 of 8 June 1946), published in 1952, secondary courses are divided into two parts, the first providing general education (three years) and the second special training (two years) in preparation either for the senior school leaving certificate examination or for a career in teaching.

The general education part of the course, which is taken by all pupils, includes the following subjects: mathematics, mother tongue, natural science, geography, history, English, penmanship, drawing, singing and music, industrial arts, practical agriculture, physical education, first aid, child care (for girls), study of the constitution and constitutional laws.

The specialized part of the course leading to the senior leaving certificate includes the following subjects: mathematics, some idea of world literature, bookkeeping, physics and mechanics, sociology, general psychology, French, Latin, cosmography, geology and physical geography, chemistry and mineralogy, Guatemalan literature and art, history of philosophy, political economy, singing and music, physical education.

Vocational Education

Commercial schools, providing a five-year course of training for accountants (*peritos contadores*) and three-year courses for shorthand-typists and commercial secretaries, were reorganized by a governmental decree of 25 May 1947 (curricula published in 1952).

Under a decree of 18 May 1946, the Central School of Arts and Crafts was converted into a technical school equipped with workshops for engineering, joinery, carpentry, printing, binding, electricity, etc. This school, at which courses last four years, trains skilled workmen, craftsmen and small tradespeople. There are three institutions of this sort in the country.

Among the other vocational schools, mention must be made of the textile school and the national school of agriculture, which provides five-year courses of training for agricultural experts (*peritos agrícolas*).

Other vocational training schools offer three-year courses. There are a number of vocational training departments (*centros industriales*) attached to primary schools.

The School of Music and Elocution (*Escuela de música y declamación*) offers courses lasting three to six years, after one year of preparatory study.

Courses in drawing, painting, modelling, engraving, etc., may be taken at the Academy of Fine Arts (*Academia de Bellas Artes*).

Higher Education

Under a law dated 31 January 1947, the San Carlos University of Guatemala (the only university in the country) is a self-governing institution, with legal status, administered by its own organs. It has faculties of law and social science; medicine; natural science and pharmacy; technology (training for careers in engineering); dentistry; economics; arts.

Teacher Education

Following the first (general education) part of the secondary course (three years), the specialized part (two years) for prospective teachers includes the following subjects: mathematics, some idea of world literature, bookkeeping, physics and mechanics, political economy, child and adolescent psychology, general theory of education and teaching, singing and music, eurhythmics (for girls), industrial arts (preparation of teaching materials), cosmography, geology and physical geography, chemistry and mineralogy, Guatemalan literature and art, history of education, ethics, educational psychology, school organization, children's literature, methods of teaching the various primary school subjects, physical education, teaching practice.

Rural teacher-training schools train teachers to serve in the village schools.

The training college for kindergarten teachers provides a two-year course of special training for girls who already hold a primary teacher's diploma.

The National School of Physical Education provides a two-year course for teachers of physical education.

Teachers of philosophy, history, literature and theory of education are trained in the Faculty of Art (four-year courses).

ADULT EDUCATION

On 5 January 1945 the first Revolutionary Congress of the Republic approved legislative Decree No. 19, bringing into force Law No. 72 formulated by the Revolutionary Government with a view to launching a national literacy campaign. Seven campaigns took place between 1946 and 1950.

On 15 January 1951 a new regional literacy campaign was inaugurated. Three hundred and thirty-four literacy centres were opened and 10,916 illiterates enrolled for the courses. The curriculum included the following items: reading and writing, domestic training, improvement of working methods, utilization of local resources, leisure time activities, civics, basic general instruction (arithmetic, history, etc.).

Private individuals and organizations, and the army, are co-operating in the literacy campaign.

Mobile cultural missions (numbering five in 1949) are doing work concerned simultaneously with education, health, civics, agriculture and sports. These missions consists of a schoolteacher, a soldier, an agricultural expert and a medical student.

With the help of the San Carlos University, the Ministry of Education has opened a workers' university providing courses of general education and technical training.

STATUS OF TEACHERS

The Law on Teachers' Salary Scales (*Ley de Escalafón del Magisterio*) was promulgated in December 1947. Under this law, teachers are recognized as State officials, with the corresponding guarantees of security and responsibilities.

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1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Nursery schools	50	415	401	12 607	6 287
Primary					
Rural primary schools	2 575	2 798	2 011	72 140	28 367
Urban primary schools	868	4 587	2 928	101 173	46 429
Vocational centres attached to primary schools	18	116	54	2 540	1 694
Secondary					
Teacher training and secondary schools	50	1 338	405	9 662	4 042
Vocational and professional schools	49	845	294	9 301	4 709
Higher					
University	1	1 324	1 3	1 2 289	1 399
Other					
Evening primary schools	102	283	53	6 706	845

Source. Guatemala. Ministerio de Educación Pública. *Memoria de Labores*, año 1951.

1. Academic year 1950.

2. HIGHER EDUCATION, 1950/51

Faculty	Number of faculties	Students	
		Total	F.
Total	8	2 289	399
Law (including social sciences)	1	537	10
Arts	1	335	260
Medicine	1	616	72
Agriculture	1	43	—
Chemistry (including pharmacy)	1	148	33
Engineering	1	306	...
Dentistry	1	75	3
Economics	1	229	21

Source, Guatemala. Ministerio de Educación Pública.

3. PUBLIC EXPENDITURE ON EDUCATION, 1950/51 (Quetzales)

Item	Amount
Total	6 674 354
Central administration	249 170
Pre-school education	260 554
Primary education	2 941 220
Secondary education	
General	194 358
Vocational	350 627
Teacher training	698 039
Adult education	238 320
Other	1 742 066

Source, Guatemala. Dirección General de Estadística.

Note. Official exchange rate: 1 quetzal = 1 U.S. dollar.

HAITI

Total population (19 August 1950 census): 3,112,000.
 Total area: 27,750 square kilometres; 10,700 square miles.
 Population density: 112 per square kilometre; 290 per square mile.
 Population within school age limits (7 to 13) in 1950: 480,000.
 Total enrolment (7 to 13) in 1950: 97,000.
 Enrolment of girls as percentage of total: 49 per cent in urban primary schools, 29 per cent in rural primary schools.
 Illiteracy rate (1950 estimate): 90 per cent of population of 10 and above.

LEGAL BASIS

The laws of 13 August 1947 and 29 August 1947 provide the framework for the administration and organization of school and adult education in Haiti.

ADMINISTRATION

The Minister of National Education, assisted by an Under-Secretary of State, is responsible for the entire system of education. The Ministry comprises two principal directorates, for urban and rural education. The former has charge of schooling at all levels in the cities and towns—primary, secondary, vocational—while the rural department is concerned mainly with primary education. Each department contains both technical and administrative staff. The Minister assumes charge of co-ordination between these school services and the service for adult education. The Ministry fixes all curricula, supervises the public examinations and awards certificates or diplomas.

Private schools, many of which are denominational,

Public expenditure on education (1951/52 budget): 13,444,400 gourdes.

Official exchange rate: 1 gourde = 0.20 U.S. dollar.

Based on official sources, prepared in June 1953.

exist at all levels. They follow government programmes and may receive State aid.

ORGANIZATION

Urban primary education extends over a period of 12 years (ages 4 to 15), divided into six courses of two years each. The infant classes lead to the six years of the primary school proper (6 to 11 including the preparatory, elementary and intermediate courses) at the end of which pupils take the primary school certificate. The curriculum in urban primary schools is biased towards practical subjects and manual work. Upper primary and complementary classes, with a duration of four years, offer further general and practical education for those who do not intend to go to a secondary and higher education. The course leads to the *brevet élémentaire* and *brevet supérieur*, and is popular chiefly among girls. Those with the *brevet élémentaire* have the possibility of entering teacher-training or other vocational establishments.

The rural primary school provides a course of six years,

at the end of which pupils may take the primary school certificate arranged for urban centres, although few in fact do so. Various types of school exist: farm schools, rural schools, village, communal and parish schools. In general, manual and agricultural training occupies a large part in the curriculum.

Secondary education is given in government *lycées* and in private secondary schools. The full course of seven years (age range 14 to 20) comprises a general cycle (the sixth, fifth and fourth classes). The upper cycle has separate branches for Latin-Greek, Latin-sciences, and sciences, modern languages. The two parts of the *baccalauréat* are taken during the final classes, and this certificate gives access to higher education in Haiti and in France.

Both public and private vocational schools exist at the post-primary level. Trade schools offer practical courses of three years' duration for boys and girls; and private commercial schools have varied courses from one to three years in length.

Teachers for the primary classes are trained in the *école normale* with courses of two or three years at upper secondary level. The National School of Agriculture provides a two-year course for rural teachers, in which most of the

students have completed secondary school. Secondary school teachers come from the university, where they take a year's professional course after their academic studies.

The University of Haiti consists of the faculties of law and medicine and the school of technology; and to it are attached all other establishments of higher education organized or approved by the State, such as the National School of Agriculture, the Military Academy and the Apostolic School. The rector of the university and deans of the faculties are appointed by the President of the Republic.

ADULT EDUCATION

A special branch of the Ministry of Education has been established to develop the literacy campaign by means of adult courses, the publication of textbooks and reading material, and the training of instructors. Other government departments are also active in this field, especially those concerned with labour and agriculture. A serious effort is being made to improve living standards throughout the country by broad programmes of fundamental education.

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1. HIGHER EDUCATION DURING THE FIRST QUARTER, 1952 (University of Haiti)

Field	Students		Field	Students	
	Total	F.		Total	F.
Total	613	43	Faculty of law		
School of survey	12	—	Juridical section	209	13
School of agriculture	50	—	Social and administrative section	9	1
Institute of education	78	23	Private school of law in Cap Haïtien	20	—
Polytechnical school	61	—	Private school of law in Cayes	27	2
Faculty of dentistry	57	3	Private school of law in Gonaïves	62	1
			Private school of law in Jérémie	28	—

Source. Haïti. Institut Haïtien de Statistique. *Bulletin trimestriel de statistique*, No. 5, Juin 1952. Port-au-Prince.

2. SUMMARY OF SCHOOL STATISTICS DURING THE SECOND QUARTER, 1952

Level of education and type of school	Students enrolled		Level of education and type of school	Students enrolled	
	Total	F.		Total	F.
Primary			Higher		
<i>Urban</i>			Apostolic school ³	20	—
Public primary schools, secular ¹	35 136	15 013	Institute of Ethnology	23	3
Public primary schools, denominational	19 763	10 874	Private schools of law	113	—
Private primary schools	8 399	5 268	University of Haiti ⁴	476	40
<i>Rural</i>			Others		
Public primary schools	64 889	18 107	<i>Adult education</i>		
Parish schools	6 280	2 528	Centres of the Department of Education	9 490	...
Primary school of Marbial ²	556	196	Unesco Centres (Marbial)	187	64
Secondary			Centres of the Department of Labour	3 483	1 336
<i>General</i>					
Upper primary schools	664	441			
Public secondary schools	3 959	555			
Private secondary schools	1 444	401			
<i>Vocational</i>					
Vocational schools	1 663	299			
Private commercial schools	849	428			
School of nursing	93	88			
<i>Teacher training</i>					
Teacher-training schools	79	44			

Source: Haiti. Institut Haïtien de Statistique. *Bulletin trimestriel de statistique*, No. 6, Septembre 1952. Port-au-Prince.

1. Including half-time evening courses.

2. Including children at the fundamental education centres.

3. Training of Haitian clergy.

4. First quarter 1952.

HONDURAS

Total population (census of 25 June 1950): 1,368,605.

Total area: 112,088 square kilometres; 43,240 square miles.

Population density: 12 per square kilometre; 32 per square mile.

Population within compulsory school age limits (1951): 306,725.

Total enrolment (1951): 105,234.

Enrolment of girls as percentage of total: 47 per cent in primary schools.

Pupil-teacher ratio: 30 in urban and rural primary schools.

Illiteracy rate (1950 census): 63 per cent.

National income (1951): 359.4 million lempiras.

Public expenditure on education (1952/53): 4,786,388 lempiras.

Official exchange rate: 1 lempira = 0.50 U.S. dollar.

Based on information supplied by the Ministry of Public Education, Tegucigalpa, in February 1953.

LEGAL BASIS

Article 60 of the Constitution guarantees freedom of education and stipulates that schooling supported by public funds shall be undenominational, that primary education shall be free and compulsory and that its cost shall be covered by municipal funds and State grants.

One of the responsibilities of the President of the Republic is to organize, direct and develop public education and to expand popular education.

The educational system is also governed by the Public Education Code, the general regulations on primary schooling, the general regulations on secondary and teacher education, the university statutes and other special regulations.

ADMINISTRATION

The Ministry of Education is responsible for the entire

educational system. A Supreme Council for Education, presided over by the rector of the university, deals with higher education. There is also a General Inspectorate of Secondary, Teacher and Technical Education and a National Council for Education, which is responsible for primary education. This council's decisions are carried into effect by the directors of education in each department, and by the district and municipal councils.

Finance

The budget is prepared each year by the Finance Ministry and submitted to the National Congress for approval.

As regards grants for private education, Article 68 of the Public Education Code stipulates that applications shall be submitted to the Executive Authority, stating, among other details, the number of pupils who will receive free schooling in return for the grants. The State subsidizes private secondary education provided it is undenominational.

State school buildings are the State's responsibility; subsidies may be granted for the building of private schools.

Teaching material, a few standard supplies and, occasionally, textbooks are supplied by the State to State schools.

Free tuition is provided by the State primary and secondary schools and higher educational establishments.

ORGANIZATION

Pre-school Education

Pre-school education for children from 4 to 7 years of age is not compulsory. Its aim is not to impart knowledge but to help in developing the child's personality. The curriculum approved by Decree No. 48 of 25 November 1950 comprises exercises for training in hygiene, movement, art and the development of the senses and the intellect. Sixteen hours a week are spent on this curriculum, but six additional hours may be devoted to extra-curricular activities. The 'centres of interest' method and Montessori and Froebel equipment are used.

Primary Education

Urban primary schools. Primary schools, for children from 7 to 15 years of age, aim at providing a basic general education in line with the children's interests and needs; they inculcate patriotism and citizenship and accustom the children to regular work.

Urban primary education is provided by the following categories of school: (a) ordinary primary schools; (b) experimental schools; (c) 'pilot' schools; (d) primary schools for adults; (e) extension schools for adults.

Ordinary primary schools provide a six-year course. The curriculum followed at present was laid down by Decree No. 1824 of 18 April 1951.

Experimental schools. The aim of the Dionisio de Herrera school at Tegucigalpa is to carry out experiments on activity methods and new forms of school organization. The results of these experiments are passed on to the ordi-

nary primary schools for the improvement of educational methods.

'Pilot schools' (*Escuelas de Gufa Técnica*), created by Decree No. 91 of 18 July 1950, include a number of the best primary schools. Their aim is to extend reformed teaching methods to all schools and they serve as model schools and practice centres for teacher-training schools.

Primary schools for adults, comprising three sections, set out to provide a basic education for adults who have been unable to attend an ordinary primary school; they lead to an apprenticeship in some trade.

Extension schools, comprising two sections, cater for adults leaving the primary schools for adults or who have attended a primary school for three years.

Rural primary education. Rural primary schools pursue the same aims as urban primary schools, but agricultural and animal husbandry problems figure prominently in the curriculum.

The rural primary schools comprise: (a) the ordinary rural schools; (b) model rural schools, and (c) travelling rural schools. The first two categories provide a three-year course, whilst the travelling rural schools organize five-month literacy courses each year in small rural communities. The model rural schools set up by Decree No. 234 of 1 April 1950 (one for each department) endeavour to foster a love of the land and to introduce rational methods in agricultural work. For this purpose, these schools are usually provided with land, buildings, workshops and suitable technical staff.

Secondary Education

According to Article 29 of the Public Education Code, secondary education (five years' study) is a continuation of primary education, is concerned with the physical development of the adolescent and, with due regard to his natural inclinations and pursuits, prepares him for economic and social life, at the same time promoting the development of his personality.

To be eligible for admission to a secondary school, the pupil must be 12½ to 13 years of age, be free from contagious disease and have completed the primary course. There is also an entrance examination for the Central Institute for Boys in Tegucigalpa (a State school).

The secondary school curriculum covers the following subjects: physical training, Spanish, English, French, Latin, mathematics, social studies, natural science, physics, biology, chemistry, philosophy, ethics and manners, visual arts, music, calligraphy, industrial arts (boys), domestic science (girls), sport and choir singing.

Pupils who successfully complete their secondary studies receive the baccalaureate certificate in science and arts.

Vocational Education

State vocational education under the Ministry of Education is confined to commercial training which is provided in classes attached to the Central Institute and in other semi-official and private institutes.

According to the Public Education Code, the aim of vocational education should be to train specialist commer-

cial, industrial and agricultural workers required for the economic development of the country.

The commercial school gives a training in bookkeeping. Pupils entering these schools must be 14 years of age, have attended primary school and be in good health. With the special authorization of the ministry, a two-year course in secretarial work may be taken in private schools.

So far as curricula, methods and teaching staff are concerned, the commercial and secretarial schools bear a close resemblance to the secondary schools.

Higher Education

The University of Honduras is a State institution under the Ministry of Education. It is administered by a University Council consisting of the rector, the deans of faculties, the secretary of the university and four or five advisers appointed by the Executive Authority.

It comprises faculties of medicine (seven-year course), law and social science (five years), physics and mathematics (five years), chemistry and pharmacy (five years), economics (four years), and a nursing school (three years). Each faculty is run by a council consisting of the dean, the vice-dean, the secretary and two advisers.

Faculties of engineering, dentistry, education, agronomy, veterinary science and fine arts are now being set up.

The entrance requirement to the university is the baccalaureate in science and arts. However, the Faculty of Economics also admits students holding a certificate in bookkeeping.

Teacher Training

Apart from the professional training of teachers, the same aims are pursued in teacher training as in secondary education.

To be eligible for the teacher-training school, candidates must be at least 13½ years of age, have completed the primary course, enjoy good health and have an aptitude for teaching. Candidates in rural teacher-training schools must also be domiciled in a rural community or a small town.

The teacher-training schools are run on the same lines as the secondary schools, but pupils must do practical teaching and observe class work in primary schools. The

General Directorate of Teacher Training has just laid down new instructions for the practical part of the curriculum.

To obtain the primary school teacher's certificate, students must first pass examinations in the various subjects in the curriculum, then an examination covering the professional aspect of their work, and lastly, a public examination in the form of a lesson to primary school pupils.

Two rural teacher-training schools have been set up to improve the training of rural teachers. The three-year course covers the following subjects: physical training, Spanish, mathematics, social studies, physics and natural science, drawing, music, industrial arts (boys), agriculture and rural industries, hygiene and first aid, domestic science (girls), educational principles, school organization, child psychology, school hygiene, teaching technique and preparation of teaching material.

ADULT AND FUNDAMENTAL EDUCATION

A national literacy campaign was undertaken in Honduras, in accordance with Decree No. 898 of 3 November 1950 and regulations issued on 6 November of the same year. A National Literacy Council was set up, consisting of the Director-General of Primary Education, the National Head of the Literacy Campaign, the urban primary education inspectors, a delegate of the Ministry of the Interior, a delegate of the War Ministry, and a treasurer appointed by the Ministry of Education on the recommendation of the National Council. Provision has been made for the operation of departmental literacy councils and local councils and commissions.

The plan provides for systematic tuition in literacy schools and voluntary co-operation from private individuals and public and private organizations.

The campaign is financed by special funds placed at the disposal of the Ministry of Education, supplemented by contributions from cantonal and municipal councils, private individuals and public and private bodies.

The National Literacy Council has divided literacy centres into four categories: (a) State literacy schools with teachers paid by the State; (b) literacy schools run by the War Ministry; (c) literacy schools run by the Ministry of the Interior; and (d) so-called citizenship schools run by cultural associations or private individuals.

GLOSSARY

escuela agrícola: vocational training school of agriculture.

escuela de artes y oficios: vocational training school of arts and crafts.

escuela artística: vocational training school of fine arts or music.

escuela comercial: vocational secondary school of commerce.

escuela complementaria: part-time upper primary school for adults.

escuela normal rural: teacher-training school for rural primary school teachers.

escuela normal urbana: teacher-training school for urban primary school teachers.

escuela primaria común o urbana: complete primary school usually found in urban area.

escuela primaria rural: incomplete primary school usually found in rural areas.

escuela de secretariado: vocational training school of secretarial studies.

escuela secundaria: general secondary school.

escuela suplementaria: part-time school for adults at primary level.
escuela textil: vocational training school of textile crafts.

HIGHER EDUCATION

A. *leyes*: law.

B. *medicina*: medicine.

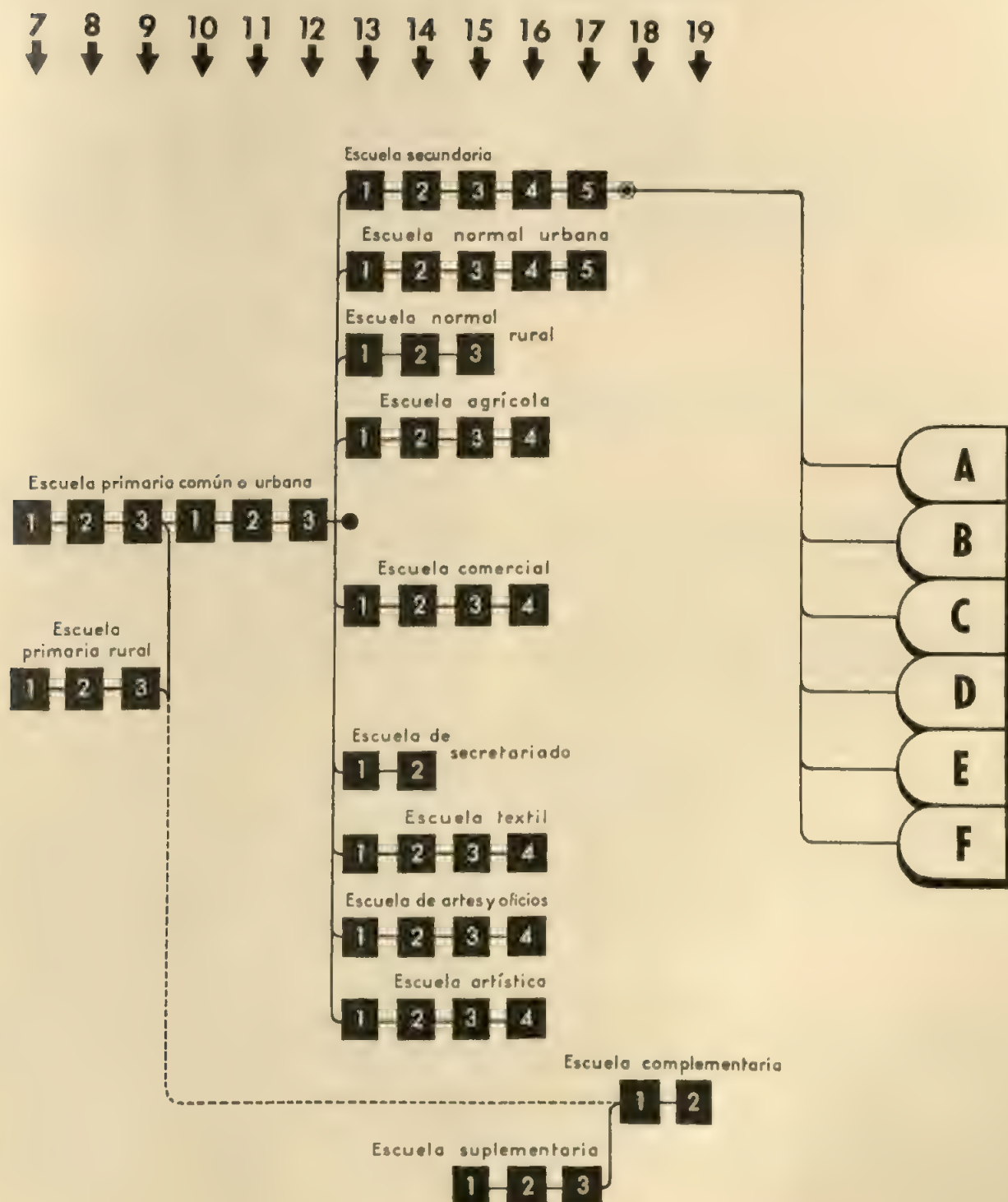
C. *farmacia*: pharmacy.

D. *odontología*: dentistry.

E. *ingeniería*: engineering.

F. *economía*: economics.

DIAGRAM



After only three months' operation, these schools had taught 8,822 persons to read and write, thus reducing the proportion of illiterates by 1.3 per cent.

TRENDS AND PROBLEMS

The present aims of the educational system in Honduras may be summed up as follows: (a) to bring up pupils to lead decent lives, aiming at constant improvement and capable of contributing to community progress; (b) to train pupils to be responsible, peace-loving democratic citizens, with proper feelings of patriotism, service to others and international understanding; (c) to extend pri-

mary education to all children of school age in the country, and especially to children in rural areas; (d) to extend vocational education to the greatest possible number of adolescents leaving the primary schools, so as to train the technical staff needed for the agricultural and industrial development of the country; (e) to extend secondary education and to promote the training of teachers well fitted to raise educational standards.

For the attainment of these objects it is necessary: to obtain a large enough budget to raise teachers' salaries and to build new schools with the necessary equipment; to train competent rural teachers; to obtain better co-operation from the community in dealing with educational problems.

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1. SUMMARY OF SCHOOL STATISTICS, 1952/53

Level of education and type of school	Institutions	Teachers		Students		Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.			Total	F.	Total	F.
Pre-school						Secondary					
Kindergartens	18	21	16	1 320	736	General					
Primary						Public schools	1			1 090	101
Urban						Private schools	2	231	58		
Public schools	493	1 838	1 339	54 711	26 238	Teacher training	4	348	154	1 681	1 264
Private schools	45	150	114	5 638	2 746	Urban schools				156	53
Rural						Rural schools	2	28	8		
Public schools	1 676	1 767	1 388	51 631	23 893	Vocational				2 774	1 027
Private schools	84	50	44	2 047	978	Commercial schools	4	275	99	305	280
						Secretarial schools	...	25	14		
						Higher					
						University	1	125	—	894	1 139

Source. Honduras. Secretaría de Educación Pública. Tegucigalpa.

2. HIGHER EDUCATION, 1952/53

Faculty	Students enrolled	
	Total	F.
Total	894	139
Law	223	9
Medicine	257	14
Economics	91	23
Engineering	146	2
Pharmacy	50	14
Nursing	77	77
Dentistry	50	—

Source. Honduras. Secretaría de Educación Pública. Tegucigalpa.

3. PUBLIC EXPENDITURE ON EDUCATION 1952/53 (in lempira)

Expenditure	Amount
Total	4 786 388
Administration, inspection, etc.	260 004
Pre-school education	16 844
Primary education	2 615 237
Secondary education	1 448 631
Higher education	386 860
Adult education	19 812
Special education	18 000
Subventions to private education	21 000

Source. Honduras. Secretaría de Educación Pública. Tegucigalpa.
Note. Official rate of exchange: 1 lempira = 0.50 U.S. dollar.

HUNGARY

Total population (1951 midyear estimate): 9,390,000.
Total area: 93,000 square kilometres; 35,900 square miles.
Population density: 101 per square kilometre; 262 per square mile.
Population within school age limits (1949/50): 1,214,000.
Total enrolment: 97 per cent of school age population.
Enrolment of girls as percentage of total: 49 per cent in primary schools and 45 per cent in secondary schools.

LEGAL BASIS

Article 48 of the Hungarian Constitution of 20 August 1949 states that:

1. The Hungarian People's Republic guarantees the right of the working population to education.
2. The Hungarian People's Republic implements this right by extending universal education, by providing free compulsory education in general schools, by providing education for adult workers, and by giving financial assistance to persons in receipt of these different types of education.

The single, eight-year school for general and compulsory education was established in 1945 (Decree No. 37.000/1945, Ministry of Education) (*általános iskola*).

The educational law of 1948 transferred the denominational schools to the State.

Another important step was represented by the resolution adopted on 29 March 1950 by the Hungarian Workers' Party, relating to the work of the Ministry of Public Instruction and the aims to be pursued in the field of public education.

Pupil-teacher ratio: 31.

Illiteracy rate (1949 census, 7 years of age and over): 5 per cent.

Official exchange rate: 1 florin = 0.086 U.S. dollar.

Based on official sources, prepared in January 1953.

ADMINISTRATION

The enforcement of the provisions of the constitution relating to education is entrusted to the two ministries of education—the Ministry of Public Instruction (chiefly concerned with the teaching given in schools) and the Ministry of Popular Culture (responsible chiefly for para-school education). At the local level, each district has its public education council, which supervises the enforcement of the ministerial decrees.

School Buildings

During the war, 30 per cent of school buildings were damaged or destroyed. The very first national education budget, drafted after the Liberation, allocated considerable sums for the rebuilding of schools, so that in 1947 two-thirds of the destroyed or damaged buildings had been reconstructed. Between 1947 and 1950, the period covered by the so-called three-year plan, this reconstruction was practically completed. The five-year plan, initiated in 1950, provided 1,700 million florins for the erection of new school buildings, including university buildings. At the end of 1951 a new and more comprehensive

DIAGRAM



GLOSSARY

általános iskola: primary school.

általános középiskola: general secondary school.

ipari technikum: vocational secondary school of technical training for industry.

közgazdasági technikum: vocational secondary school of political economy.

mezőgazdasági technikum: vocational secondary school of agriculture.

óvoda: pre-primary school.

szakérettségi tanfolyamok: full-time vocational secondary school for adults.

HIGHER EDUCATION

A. *Főiskolák:* universities and colleges.

sive plan was introduced, to construct three new universities and increase the accommodation in secondary schools.

ORGANIZATION

Pre-school education is provided for children from 3 to 6 years of age. It is not compulsory. Some nursery-schools are operated by the State, some by the municipalities and some by factories. The five-year plan provides 54 million florins for the extension of these schools.

Primary Education

Attendance at the general school (*általános iskola*) is compulsory for all children from 6 to 14 years of age. Children in the classes of the lower cycle (6-10 years old)

have all their lessons from one teacher. Those in the upper cycle (10-14 years old) are supposed to be taught by specialized teachers, but in certain country districts this principle has not yet been fully applied.

Secondary and Vocational Education

An important selective process takes place at the end of the child's eighth school year—at 14 years of age—when the time comes to begin secondary education. This phase of education usually lasts four years. There are four types of secondary school.

1. General secondary schools (*általános középiskola*), which are still in the majority. Their aim is to provide pupils with an adequate general culture, with particular emphasis on the natural sciences.
2. Industrial technical schools (*ipari technikum*). In addition to a general education, these schools provide

a technical training sufficiently specialized to ensure that pupils who conclude their studies by obtaining the technical secondary education certificate can immediately find employment in industry. Thanks to the degree of specialization attained by these schools during 1950-51, pupils now have a choice of 43 categories of work. Among the subjects to which separate schools are devoted are textiles, mechanics, electricity, mining, woodwork, building, nutrition, etc.

3. Technical schools of political economy (*Közgazdasági technikum*) train statisticians, accountants and specialists in economic planning. They were regrouped and specialized during the school year 1951-52, and now include special sections for instruction on industry, agriculture, transport, trade, finance and statistics, and are directed by the various ministries (finance, industry, communications, etc.).
4. Technical schools of agriculture (*Mezőgazdasági technikum*) train specialists in mechanized agriculture. They are responsible to the Ministry of Agriculture. Considerable efforts are being made to meet the country's need for qualified technicians, in accordance with the five-year plan, by providing extended education.

Higher Education

The opening of new universities and the reorganization of existing universities come within the province of the National Council for Higher Education. In 1952 there were 28 higher educational institutions in Hungary. During that year the following nine new establishments were opened: the Higher School of Transport and Communications, at Szeged (whose chief purpose is to train railway engineers); the Academy of Foreign Languages, at Budapest, which trains translators and interpreters; the faculties of the Polytechnic University of Budapest, situated at Miskolc (mechanics, mining and ironwork) and Veszprém (industrial chemistry), which were transformed into independent universities; the faculties of medicine and pharmacy of the universities of Budapest, Pécs, Szeged and Debreczen, which were also detached and transformed into independent universities; and the Technical Teacher Training College, which was entirely reorganized.

The length of the course varies with the different faculties. Students who show good results in examinations may obtain exemption from tuition fees. More than 50 per cent of university students benefit from the various scholarships awarded by the government, the value of which ranges from 250 to 550 florins per month.

It is in the field of engineering that there is the greatest demand, as the five-year plan calls for the employment of an ever-increasing number of engineers and technicians specialized in the different branches of industry.

Teacher Training

There are four types of institutions for training primary and secondary school teachers.

Nursery school teachers take a special course in child welfare, lasting for three years.

Teachers for the lower cycle of general schools (children of 6 to 10 years of age) attend schools where secondary

education is combined with teacher-training courses. They enter these schools at the age of 14. These are exceptional measures, adopted immediately after the war to meet the dearth of teachers. The schools are gradually being transformed into teacher-training schools where the pupils are to take a four-year course in preparation for a special teaching course lasting one year, with pay.

Future teachers in the higher (specialized) cycle of the general schools (pupils from 10 to 14 years of age) have a three-year period of training. They choose two main subjects as their specialities and also take a regular teacher-training course. This training is now required as preparation for any type of teacher's certificate.

Secondary school teachers are trained in the teacher-training colleges at Budapest, Szeged and Eger. The teacher-training college at Budapest also includes a section for training librarians.

Vocational training courses are organized in summer for primary and secondary school teachers already in employment. Educational meetings are organized "in each district four times a year, providing country teachers with an opportunity of discussing their work and methods and of adding to their general culture.

The teachers' unions also play a great part in the organization of these courses. They are consulted by the Ministry of Public Instruction on questions concerning vocational training and the production of new teaching materials.

Owing to the revision of the status of the profession and the introduction of a new salary scale, teachers are now in a considerably better position than they were before the war.

ADULT EDUCATION

Workers who wish to continue their studies attend special schools for workers, which are divided into primary and secondary levels. Classes are held in the evening, when the day's work is over, and the workers who attend them are given special holidays, particularly at examination time. Those who complete their secondary course and pass the terminal examinations are eligible for higher education.

The introduction of courses of preparation for the technical school leaving certificate (*szakérettség*) also enables workers to pass the entrance examinations to universities and higher educational institutions. Those who take these courses have usually completed their primary or lower secondary education under the former system; they are therefore required to pass an entrance examination and to take a 10 weeks' preparatory course, which is held in summer. These courses now last two years instead of one; they take up the whole day and are free. They help pupils to specialize in their chosen subject, but also provide a general educational course where the chief stress is laid on the mother tongue, mathematics, physics and history, the latter being taught in accordance with Marxist-Leninist principles.

TRENDS AND PROBLEMS

The government is attempting to send about half the

80,000 pupils who complete their eight general school years to secondary schools. Seventy-five per cent of these pupils must be from peasants' and workers' families.

The chief aims to be achieved are: to increase the secondary school enrolment, to prevent any falling-off in school attendance, to improve the standard of teaching, and to impart to the pupils the fundamental principles of Marxist-Leninist thought.

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SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers	Students	
			Total	F.
Primary				
Primary schools	1 6 166	38 7100	1 221 000	595 000
Secondary				
General education	238	...	1 107 900	49 000
Vocational education	187			
Teacher training	...			
Higher				
Universities and higher education institutes	...	...	40 700	9 600

Source. Magyarország. Központi Statisztikai Hivatal. *Statistikai Szemle*, Vol. IV, No. 2, Budapest, February 1952; *Statistikai Tájékoztató*, No. 2, Budapest, 1952.

1. Schools of general education.
2. Of which: 68 technical schools of political economy, 55 technical schools of agriculture, 64 industrial technical schools.
3. Of which: 18,900 in the industrial technical schools, 6,800 in the technical schools of agriculture.

ICELAND

Total population (1951 midyear estimate): 145,000.
Total area: 103,000 square kilometres; 39,768 square miles.
Population density: 1.4 per square kilometre; 3.6 per square mile.
Population within compulsory school age limits: 19,779.
Total enrolment within compulsory school age limits: 14,574 (a great number of 13-year-old children have already passed to the secondary grade. In many outlying districts schooling does not begin until the age of 10).
Enrolment of girls as percentage of total: 50 per cent in primary schools.
Pupil-teacher ratio: 29 in primary schools.

LEGAL BASIS

The main laws now in force are the following: Act on the Administration of Education (1930), on the School System and Compulsory Education (1946), on Primary Education (1946), on Lower Secondary Education (1946), on Grammar Schools (1946), on Home Economics Schools (1946), on Teacher Training (1947) and on the University of Iceland (1936).

The only reference to education in the constitution is Article 71: 'If parents cannot afford to educate their children, or if the children are orphaned or destitute, their education and maintenance must be defrayed from public funds.'

ADMINISTRATION

The Ministry of Education exercises general control over the entire educational and school system. The chief executive officer is the Director of Public Education. He supervises the enforcement of current laws and regulations, collects all necessary information and must be consulted on all matters concerning the school system coming within the jurisdiction of the Ministry. The university does not, however, come under the Office of the Director of Education. Likewise, the grammar schools are exclusively administered by the Minister. A staff of educational officers attached to the Office of Education supervises and advises the various schools, notably primary schools, throughout the country. Textbooks for primary schools are printed by, and distributed from a government publishing department, governed by a committee of three members and by the Director of the Government Printing House. Parents pay a fixed amount for all textbooks. Textbooks for other schools are often published on the initiative of the Office of Education, sometimes with a grant from the Treasury. Permanent teachers in State schools are appointed by the Ministry: in primary and secondary schools and certain others on the recommendations of headmasters, school committees or educational boards and the Director of Education; elsewhere by

Illiteracy rate: none, except among mental deficients.

National income: 414 million krónor.
Public expenditure on education (1951): 46 million krónor (Treasury payments only).
Cost per pupil: 1,840 krónor.

Official exchange rate, beginning 20 March 1950: 1 krona = 0.06140 U.S. dollar.

Prepared by the Ministry of Education, Reykjavik, in March 1953.

recommendation of the school board or an *ad hoc* committee (in the university). Teachers paid by the hour are engaged by the headmaster with the consent of the educational board or school committee.

Each county and town forms a school district of one or more school circuits. In each school district there is an educational board of five persons elected by the county or town council, while each school circuit has a school committee of three. The educational boards and school committees supervise school administration in consultation with headmasters, but they do not control the instruction, which comes under the Office of Education through the local educational officers. In Reykjavik the educational inspector exercises control of primary and secondary schools on behalf of the educational board.

Finance

Primary and lower secondary schools are financed by the Treasury and municipalities. The Treasury pays 92 to 94 per cent of the salaries of teachers and 25 per cent of other expenses in primary schools, and the entire cost of salaries and 50 per cent of other expenses in lower secondary schools. The higher secondary schools and the university are entirely financed by the Treasury. There are no school fees. The same applies to the nautical and agricultural schools. Apprentice schools receive support from the State and municipalities but charge fees, as do the commercial schools, which are private schools but also enjoy State grants.

Buildings and Supplies

School buildings must be constructed in accordance with designs approved by the Ministry of Education, which must also approve the site. The Treasury pays up to 50 per cent of the initial costs of non-boarding and 75 per cent of those of boarding schools in the primary and lower secondary categories, the remainder being borne by municipalities. Necessary equipment and teaching facilities are deemed a part of initial costs. The entire initial costs of the higher secondary schools are met by the State.

The university enjoys a lottery concession, the profits of which are devoted to building and initial costs.

Private Schools

There are very few private schools. Where such schools are primary or secondary, they are subject to the same laws and regulations as State schools; other private schools (such as the commercial schools, an arts and crafts school and a music school) are subject to special regulations.

ORGANIZATION

The school system is divided into four stages: primary stage (*barnafraedslustig*); lower secondary stage (*gagnfraedastig*); higher secondary stage (*menntaskóla- og sérskólastig*); and the university stage (*háskólastig*).

The primary school (*barnaskóli*) course lasts six years (age 7-13). The curriculum comprises Icelandic, arithmetic, writing, environmental studies, history of Iceland, geography, natural science, handiwork, drawing, singing, gymnastics and swimming. A foreign language may also be taught to children showing a sound knowledge of Icelandic. The primary school course terminates with the examination for the primary school certificate (*barnapróf*); the papers in Icelandic and arithmetic are usually uniform for the whole country.

The lower secondary school course (*gagnfraedastig*) lasts four years, the first two of which are compulsory, and ends with an examination in which the papers in Icelandic and arithmetic are uniform for the whole country. A school for the first two years of the lower secondary stage is called a youth school (*unglingaskóli*), a school for the first three years is called a middle school (*miðskóli*) and a four-year school is called a lower secondary school (*gagnfraedaskóli*). Youth and middle schools are in many districts run under the same direction as primary schools; elsewhere they are separate institutions. Schools of the lower secondary stage are divided into two streams: academic (*bóknámsdeild*) and practical (*verknámsdeild*). Outside Reykjavík, this division in some places begins in the first year. In Reykjavík the practical stream is a separate school, comprising the third and fourth forms of

the secondary grade, and entrance to it is granted by the youth school examination. In the first and second forms of the secondary schools of Reykjavík there is no radical difference between the two streams, although individual classes may be devoted to various curricula. From the third form of all secondary schools pupils may enter the first form of the grammar school (*menntaskóli*) or the teacher-training school (*kennaraskóli*), if they pass a special examination (*unglingapróf*), uniform in all schools, with certain minimum marks. Pupils who do not choose an academic career end the fourth year of secondary school by passing the lower secondary certificate examination in either the academic or the practical stream.

The curriculum of the lower secondary school comprises the subjects taught in the primary schools, with the addition of two or three foreign languages, history, mathematics, physics and chemistry, cooking, bookkeeping, typing, etc.

The *menntaskóli* is a four-year school, divided after the first year into arts and science streams. The final examination (*stúdentspróf*) grants admission to the university. The teacher-training school (*kennaraskóli*) is of the same academic level, with corresponding conditions for admission. The final examination grants the right to teaching posts in primary and youth schools.

The university (*háskóli*) comprises the following faculties: theology, medicine, law and economics, philosophy and philology and engineering. It is administered by the rector and the board of deans of faculties, who are responsible to the Ministry.

With the exception of the home economics schools, other schools than those mentioned above have not been incorporated by law into the school system, although some have in practice been connected to it. Such are the nautical schools, agricultural schools and to some extent the apprentice schools and the commercial schools, together with minor vocational schools. In most country school districts, the law of 1936 is still applied, under which compulsory education is a year shorter than under the law of 1946.

ADULT EDUCATION

In some places (mainly in Reykjavík) there are adult

GLOSSARY

barnaskóli: primary school.

bóknámsdeild: see *gagnfraedaskóli*.

bunadarskóla: part-time vocational secondary school.

gagnfraedaskóli: lower general secondary school (first two classes within compulsory school period) of two streams: academic (*bóknámsdeild*) and practical (*verknámsdeild*).

húsmæðraskóli: vocational training school of home economics.

idnskóli: part-time vocational training school for apprentices.

kennaraskóli: teacher-training school.

menntaskóli: upper general secondary school of academic or grammar type.

miðskóli: first three classes of lower general secondary school.

samvinnuskóli: vocational training school in co-operatives.

stýrimannaskóli: vocational training school for fishermen (*fiskimannadeild*) and navigators (*farmannadeild*).

unglingaskóli: lower general secondary school.

verknámsdeild: see *gagnfraedaskóli*.

verslunarskóli: vocational secondary school of commerce with two cycles,

general (*almennsdeild*) and specialized or academic (*menntadeild*).

A. *háskóli*: university.

EXAMINATIONS

barnapróf: primary school certificate.

stúdentspróf: university entrance.

unglingapróf: lower secondary school leaving.

education courses, mostly evening classes, conducted by an inspector of voluntary adult education.

STATUS OF TEACHERS

The status of teachers is defined by law and by their letters of appointment. In primary schools, teachers must teach 36 periods a week, in lower secondary schools 30 periods and in the higher schools 27 periods. Each period is 40 minutes in primary schools, and 45 minutes elsewhere. At the age of 55 the teacher may have his teaching load reduced by 5 to 6 hours a week with a similar reduction at the age of 60. After 10 years' service he may obtain a year's leave on full pay for the purpose of increasing his knowledge and teaching abilities, if he is employed within the school system. Teachers are retired at the age of 70, and draw a pension from the pension fund, to which they contribute 4 per cent of their salary: full pension amounts to 60 per cent of the average salary of the last 10 years. The Minister may dismiss a teacher, and the teacher may sue the Treasury and obtain damages if the courts do not find sufficient reason for his dismissal. Such dismissals have been extremely rare.

SCHOOL WELFARE SERVICES

In all schools run or aided by the State and by municipalities the teaching of gymnastics, sports and swimming is compulsory.

In Reykjavik and a few other towns, a special school physician supervises the health of the children and young people with the assistance of a school nurse. In other schools medical supervision is mostly limited to tuberculosis examinations. School meals are not served. Many schools distribute cod liver oil. In the Reykjavik primary schools, sick children get free quartz lamp baths, medical gymnastics and free dental treatment.

TRENDS AND PROBLEMS

At the time of the last revision of the educational law, in 1946, the problems awaiting solution included:

A co-ordinated system. There was little connexion between the various categories of schools. This defect has been largely, although not completely, remedied. In particular it is felt that apprentice schools and commercial schools are not closely enough attached to the school system.

Differentiation in secondary education. Secondary school attendance increased greatly about 1940, owing to changing trends in employment and wiser family spending. The secondary schools then existing were almost all devoted to a purely 'bookish' form of teaching of little practical appeal to the general public. The establishment of the practical secondary schools was a step towards better service to the pupils, and the effective operation of this practical secondary stream is still the principal problem in the school system. Its development has been hindered by material difficulties such as lack of funds, especially for building and initial costs. Nevertheless, real progress has been made.

Teacher training. There has never existed any institution for the training of secondary school teachers. The law of 1947 provides for the establishment of such an institution within the university, but has not taken effect. Regulations of 1951 prescribe secondary school teacher training as part of the curriculum for the B.A. degree, and though this arrangement may improve matters, a thorough professional training for secondary school teachers is much to be desired.

Buildings. In spite of the very considerable quantity of work and funds devoted to school building in recent years, schools are still too few and too small, especially in the capital, because of the rapid increase in population.

Health services. Steps are being taken to create a system of country-wide medical examination of schoolchildren under the direction of a chief medical officer of schools.

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1. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Insti- tutions	Teachers ¹		Pupils	
		Total	F.	Total	F.
Primary					
Urban schools	22	274	154	9 140	7 949
Rural schools	70	154		4 588	
Boarding schools	34	39		830	
Itinerant schools	88	95		1 660	
Secondary					
<i>General</i>					
Lower secondary schools ²	58	172	23	4 721	2 584
Higher secondary (gram- mar) schools	2	26		769	
<i>Teacher training</i>					
Training schools	3	14	5	135	56
School for kindergarten nurses	1	1		17	
<i>Vocational</i>					
Home economics schools	12	51	57	582	1 350
Agricultural schools	3	11		95	
Apprentice schools	17	7		1 209	
Nautical schools	3	10		237	
Commercial schools	2	7		378	
Other schools	13	21		1 498	
Higher					
University of Iceland	1	26	1	620	107

Source. Iceland. Ministry of Education.

1. Full-time teachers only.

2. Includes youth schools, middle schools, and district schools.

2. AGE AND SEX DISTRIBUTION OF PUPILS
IN PUBLIC AND PRIVATE PRIMARY SCHOOLS, 1950

Age	Total	M.	F.
Total	13 746	6 866	6 880
7	2 417	1 190	1 227
8	2 501	1 266	1 235
9	2 283	1 126	1 157
10	2 193	1 012	1 181
11	2 209	1 136	1 073
12	2 143	1 136	1 007

Source. Iceland. Ministry of Education.

3. HIGHER EDUCATION, 1950

Faculty	Number of faculties	Students enrolled	
		Total	F.
All faculties	5	610	107
Law and Economics	1	176	7
(of which economics)	.	(43)	(3)
Medicine	1	219	26
Philosophy	1	133	73
Theology	1	35	1
Engineering	1	48	—

Source. Iceland. Statistical Bureau.

Note. Figures relate to the University of Iceland.

4. PUBLIC EXPENDITURE ON EDUCATION, 1950
(thousand krónor)

Item	Amount
Total	50 555
General administration, inspection, etc.	703
Primary education	24 923
Secondary education	
General	14 830
Vocational training	4 032
Teacher training	770
Higher education	3 837
Special education	303
Subsidies to private education	1 157

Source. Iceland. Statistical Bureau.

Note. Official exchange rate, beginning 20 March 1950: 1 krona = 0.06140 U.S. dollar.

INDIA

Total population (1951 census): 361,062,000.

Total area: 3,162,000 square kilometres; 1,266,896 square miles.

Population density: 113 per square kilometre; 285 per square mile.

Enrolment of girls as percentage of total enrolment (1950/51): 25 per cent.

Pupil-teacher ratio in primary and secondary schools (1950/51): 32.

Illiteracy rate (1951 estimate): 72 per cent.

National income (1948/49 estimate): 87,100 million rupees.

Public expenditure on education (1950/51): 769,500,000 rupees.

Average annual cost per pupil (from all sources, 1950/51): 45 rupees.

Official exchange rate: 100 rupees = 21 U.S. dollars.

Prepared by the Ministry of Education, New Delhi, in April 1953.

LEGAL BASIS

There is no comprehensive legislation on the lines of the British Education Act of 1944 laying down the educational system of the country. The Government of India contemplate providing, by 1961, free and compulsory education for all children up to the age of 14. The universities in India have been established by Statutory Acts.

ADMINISTRATION

In every State in India an elected Minister is in charge of the portfolio of education. The Secretary, Department of Education, is the permanent head of the department and the Director of Public Instruction (in some States given the title of Director of Education) is the executive head and acts as an expert adviser to the Minister in charge of education. The director controls the inspecting staff (consisting of both men and women) and the teaching staff of Government and recognized private schools, and carries out the general policy laid down by the ministries. In a number of States, there are, in addition, special officers working under the directors of public instruction, who carry out special projects dealing with social education, basic education, vocational education, etc. The authority of the government in controlling the system of public instruction is in part shared with, and in part delegated to, universities and boards of secondary education, as regards secondary education, and to local bodies and certain private organizations, as regards elementary education. In the centrally administered areas, the Central Ministry of Education is directly responsible for administering education through the local governments. Education at the primary and secondary stages is financed by State Governments, local bodies and private organizations. Higher education is financed by private organizations and by State and Central Governments. Certain forms of technical education are under the technical departments concerned and come within the purview of the Minister in charge of these departments. Governments generally exercise their control through a grants-in-aid system and inspection, while universities exercise control through their power to approve and prescribe courses.

The main function of the Central Ministry of Education

is to plan, guide and co-ordinate educational reconstruction. The Ministry provides the educational base of projects for the intensive development of selected areas, and takes the initiative in carrying out pilot projects. It assists experiments in improved educational methods in various fields, the production of suitable literature, the training of selected personnel, the translation of important works into Indian languages, and the promotion of the federal language. It also acts as a clearing house of educational information. Other subjects with which the Central Ministry of Education is concerned are the control of institutions for higher scientific and technical education; the co-ordination and determination of standards in institutions for higher education or research and scientific and technical education; the maintenance of ancient and historical monuments and records and archaeological sites; archaeological and anthropological surveys of the country; educational films; and administration of the Indian Museum, National Library and four central universities, namely, the Banaras Hindu University, the Aligarh Muslim University, the Delhi University and the Visva-Bharati.

A Central Advisory Board of Education assists the Central and State Governments in formulating their educational policies.

Independent (Private) Schools

There is no special system of private schools. All schools, whether managed by governments, local boards or by private agencies, follow the same system. There are a number of unrecognized schools run by private bodies, which prepare candidates for examinations recognized by different boards and universities. These schools do not form an important part of the educational system of the country.

School Buildings and Supplies

Increase in school enrolment has made the problem of accommodation acute. The great rise in the cost of building materials has prevented construction of many new buildings; some work under tents, while the double-shift system has been introduced by several other institutions. Primary schools maintained by the government are generally housed in fairly good buildings and are also quite well

equipped. Some government schools and most schools owned by private bodies are housed in rented buildings. Generally, schools in the urban areas are in a better condition than those in the rural areas. In the case of middle and high schools the buildings are more satisfactory than for primary schools.

Finance

The various sources of income for educational purposes in this country are government funds, local board funds, fees, endowments, subscriptions and contributions from the general public. The State Governments, in addition to maintaining their own institutions, give grants-in-aid according to fixed rules to local boards and private bodies. Besides government grants, the local boards make provision for 'education' in their budgets, while the private bodies depend on fees, endowments, subscriptions, etc.

The various items of expenditure are listed in Table 3 on page 343 which classifies expenditure under two main heads, 'Direct' and 'Indirect'.

ORGANIZATION

Public instruction in the States is under the control of the respective State Governments. The educational system of the country is mainly divided into three stages: primary, secondary and university. The following is a brief sketch of the organization of the different stages.

Pre-school Education

Facilities for pre-primary education are inadequate, there being only a few schools, scattered in the urban areas.

Primary Education

Primary schools in some States comprise four classes, in some five and in others six classes. The aim of primary education is to provide general education through the teaching of the three Rs, geography and hygiene. The medium of instruction is the mother tongue of the students or the regional language. Examinations in the lower classes are usually conducted orally. The average age of children placed in primary classes is 6 to 11 years.

Basic Education

A recent educational trend in the country is to impart elementary education through productive activity, which in later stages takes the form of basic crafts suited to local conditions. The system is known as basic education and it comprises a course of eight years from the age of 6 to 14. Of these eight years, the first five comprise the junior basic, while the remaining three make up the senior basic stage. It is hoped that this system will replace the existing primary schools, and, to some extent, the present middle schools. The State Governments have accepted, in principle, the system of basic education and are keen to introduce the full eight-year course as early as possible. Experimental work in this field has already been started with

great success in the provinces of Delhi, U.P., Bihar and Bombay.

Secondary Education

This consists of the middle school stage and the high school stage.

Middle schools. The middle school stage follows the primary and is followed by the high school stage. Middle schools are of two types: vernacular middle schools and English middle schools. The former type is being rapidly converted into the latter. At times, middle classes are joined to the primary classes or to higher classes. Like the primary stage, the middle stage varies from State to State and ranges in duration from two to four years. The medium of instruction at this stage is the mother tongue or the regional language, but English also is taught, as a compulsory or optional subject. Other subjects are: mathematics, modern Indian languages, geography, history, hygiene, nature study, classics, drawing, music, etc.

The main function of the middle schools is to prepare students for the high school stage. Management of middle schools is mostly the responsibility of the local bodies and private agencies.

High schools. The duration of the high school stage ranges from two to four years. The final examination is known by different names in different States: high school, matriculation, school final, school-leaving certificate and higher secondary. The standard of attainment in all these examinations is the same except for the higher secondary examination, which incorporates the junior intermediate class as well.

The medium of instruction in some States is English and in others the mother tongue or the regional language. The subjects taught and the courses covered in the high school stages are generally the same as in the middle school stage except that the instruction is imparted at a higher level. In India, facilities for technical education are provided in the universities and a number of technical institutions. These institutions are divided into four groups according as they provide instruction at (a) postgraduate standard; (b) degree standard; (c) diploma standard; and (d) certificate standard.

Some vocational institutions are run by departments of agriculture, industry and labour, while others are under the departments of education. Higher technical education is generally under the control of the Central Government.

Higher Education

Higher education is controlled by universities. The medium of instruction in most of the universities and institutions of higher learning is English. Some of the universities are attempting to replace English gradually by the regional or federal language.

The teaching of arts subjects takes first place in all universities. Next come science, technology and other professional subjects. Technical and professional subjects are gradually becoming very popular.

Special Education

There are at present only three institutions for the mentally handicapped. These schools give simple educational or vocational training suited to the pupils' capacities. There are about 50 institutions for the blind, which generally admit children and adolescents; only two of them cater for the training of blind adults. One of them is a government institution. All these institutions impart primary, academic educational and vocational training. The vocational curriculum usually consists of music and a few simple handicrafts.

For the deaf-and-dumb there are about 42 institutions. They generally impart education up to the primary standard and vocational training.

The Government of India have set up a Braille printing press at Dehra Dun to provide Braille literature for the blind.

ADULT AND FUNDAMENTAL EDUCATION

With India's attainment of independence in 1947, the problem of adult education has assumed greater importance. An efficient and dynamic democracy is considered to need an active and alert electorate. Secondly, in the welfare state, education of the adult is recognized as a prerequisite to other services. Since such a task can be achieved only on a government level, both the Central and the State Governments have assumed responsibility for tackling the problem.

Adult education seeks not only to secure literacy but also to foster intellectual development so that adults may take an intelligent interest in the affairs of the country and of the world. Education of adults, therefore, includes, in addition to literacy, instruction in hygiene, home economics, agriculture, cottage industries and the rights and duties of citizenship. To mark this change, the programme is described as one of 'social' rather than of 'adult' education.

Each State has evolved a scheme suited to its local conditions. While some emphasize the use of travelling theatres, folk dances, special radio programmes, lectures and speeches, etc., others use the technique of camps for the purposes of mass education. In the Delhi State educa-

tional *melas* (fairs and exhibitions) are organized. A mobile education exhibition comprising a fleet of four vans—a cinema van, two mobile exhibition vans and a mobile stage, all equipped with audio-visual aids, is also available for adult education purposes.

EDUCATION AND STATUS OF TEACHERS

The minimum qualification of a teacher in primary or middle school is a middle school education with two years of teacher training. In some States the minimum qualification for appointment has been raised to matriculation with two years' vernacular or one year Anglo-vernacular training. Teachers in the upper classes of high schools are generally trained graduates.

The general dearth of all grades of trained teachers has led to the setting-up of various kinds of institutions such as temporary training centres, training classes attached to ordinary schools and colleges, in addition to new training schools and colleges. In some States, the same institutions train undergraduates for primary and middle schools and graduates for high schools, but in the majority of States postgraduate training is given in separate colleges. Basic training institutes have also been established to train teachers according to the latest educational trend in the country. The general curricula of all these institutions consist of various subjects including elementary and educational psychology, school management, handwork and the theory and practice of teaching.

Scales of pay are lower than those obtaining for other professions. They also vary from State to State. Again, teachers in government-managed schools are better paid than those working in the private schools.

The method of selection and appointment of teachers varies in different stages of educational systems and also from State to State. Generally, teachers in high schools are either selected on the recommendation of directors of public instruction or are appointed by promotion from lower service or by direct recruitment. Posts in primary and middle schools are generally filled by divisional inspectors of schools with the approval of the Director of Public Instruction. They are appointed either by direct recruitment or by promotion. In the case of local boards or aided schools, posts are filled by the boards concerned or by the

GLOSSARY

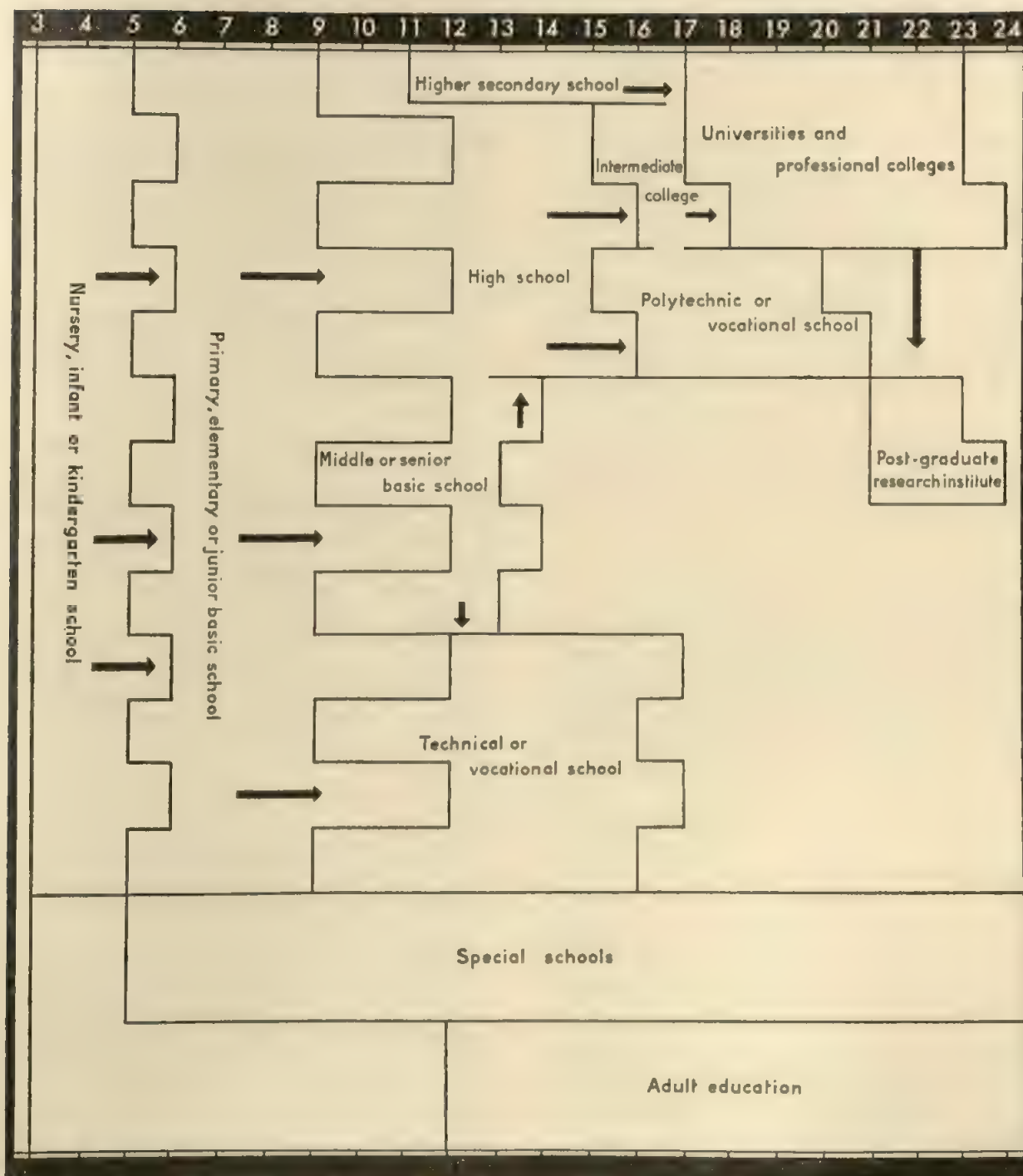
NOTE. Educational systems in India vary from State to State. The diagram shows the main types of school found throughout the country, the variations in ages of attendance and the general lines of progression (indicated by arrows). This glossary describes the terms as grouped in the diagram.

elementary school: see *primary school*.
high school: general secondary school.
higher secondary school: general secondary school including one-year post-second-

ary course leading direct to university.
intermediate college: non-degree-granting college.
junior basic school: craft-centred lower primary school.
middle school: lower general secondary school.
nursery, infants or kindergarten school: pre-primary school.
polytechnic or vocational school: non-degree-granting college.
primary or elementary school: primary

school varying in organization from State to State.
senior basic school: craft-centred experimental upper primary school.
special schools: schools for the handicapped or for juvenile delinquents.
technical or vocational school: vocational secondary and vocational training school.
universities and professional colleges: degree-granting institutions of higher education.

DIAGRAM



managing committee of the school in accordance with the minimum qualifications prescribed by the department. The usual retirement age is 55.

The social status of teachers at present is low, owing to the generally low standard of living. They mostly enjoy a better status in the urban than in the rural areas of India.

SCHOOL WELFARE SERVICES

The importance of health and hygiene is emphasized in the school curriculum through textbooks, health charts, and illustrated lectures by doctors and inspectors. A school medical service has been started in some States. A network of school clinics has been established to carry out periodical medical inspection and minor treatment. The general follow-up is not, however, very efficiently maintained, primarily for financial reasons. Physical education has a place in the curriculum and teachers who have received some training are placed in charge of drill, games and other exercises.

Some of the State Governments have made arrangements for providing midday meals, either free or at nominal rates to poor children in selected areas. More elaborate plans have been worked out in several States, but owing to financial stringency have not yet been successfully introduced.

TRENDS AND PROBLEMS

With the achievement of independence our country is faced with two problems of pre-eminent importance in the field of education. The first is the provision of universal basic education for all children of school age, and of social education for adults who have had no elementary education. The second main task is the reorganization of higher education in India, particularly scientific and technical education. Development in this direction will open up the

industrial potentialities of the country and thereby increase India's capacity to develop as a nation and develop, too, her system of education.

The Government of India, as well as the State Governments, are making every effort to tackle these problems. Under the five-year plan, it is proposed to make provision for free and compulsory education of the basic education type for age-group 6-11. Recently, a committee has been formed to work out details for pre-primary education. While a good part of the work of social education is being undertaken by several States, the Government of India acts as the co-ordinating agency and pools expert advice on the relevant problems. Grants are given to State Governments for pilot projects of intensive educational development in a selected area. An integrated library service, community centres and social education projects are included in these schemes.

Rural training colleges, known as 'Janta Colleges', have been started in several States to train workers for social education in rural areas. Efforts are being made to provide suitable reading material for newly literate adults. A pilot project for the training of audio-visual experts has also been launched.

It is proposed to establish a pilot centre for the education of juvenile delinquents.

A Commission on Secondary Education was appointed to investigate the whole question of secondary education in India and to make suitable recommendations for its improvement. The commission's report is expected shortly.

A University Commission was appointed some while ago to examine the entire system of university education in India and to make suggestions for the improvement and reorganization of higher education.

The All-India Council for Technical Education is planning to develop facilities for technical education, training and research.

Every attempt is being made, by all possible means, to rouse the interest of the masses in education and culture.

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1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN PUBLIC AND PRIVATE PRIMARY AND SECONDARY SCHOOLS, 1949/50

Class		Age									
		Below 5	5	6	7	8	9	10	11	12	13
1	M.	50 831	795 972	1 342 220	787 147	427 546	227 059	106 897	48 988	20 823	8 376
	F.	21 365	396 977	625 234	409 083	243 774	144 874	68 499	23 798	6 294	1 832
2	M.	949	83 055	454 307	674 784	504 736	328 050	181 843	92 174	42 315	18 518
	F.	565	39 715	195 861	303 678	246 302	166 433	93 249	37 942	14 234	4 291
3	M.	65	5 334	65 324	331 968	509 917	399 231	272 807	158 185	79 472	34 681
	F.	2	1 372	30 629	130 896	193 107	179 291	119 336	66 985	29 275	10 343
4	M.	—	333	16 969	83 264	245 283	365 068	306 929	220 987	128 255	70 372
	F.	—	108	4 836	26 922	89 052	138 203	130 615	87 515	47 066	21 185
5	M.	—	6	1 892	19 141	74 152	201 092	257 285	234 909	158 002	92 481
	F.	—	2	256	4 617	25 573	59 769	85 206	80 789	53 333	31 670
6	M.	—	—	184	2 544	15 561	59 108	138 862	187 272	158 316	111 076
	F.	—	—	31	1 083	3 910	15 708	31 353	42 381	37 337	24 374
7	M.	—	—	7	121	3 117	14 386	50 380	113 037	131 665	125 496
	F.	—	—	—	18	1 070	4 732	13 196	27 207	35 867	31 060
8	M.	—	—	—	47	618	4 276	13 842	35 769	92 780	114 657
	F.	—	—	—	—	58	772	2 628	9 868	21 901	26 256
9	M.	—	—	—	—	32	468	1 616	8 663	25 745	67 580
	F.	—	—	—	—	2	43	137	1 458	5 827	12 366
10	M.	—	—	—	—	—	44	425	1 587	8 896	24 434
	F.	—	—	—	—	—	10	70	409	1 464	5 389
11	M.	—	—	—	—	—	—	93	393	1 744	6 837
	F.	—	—	—	—	—	4	10	68	253	1 135
12	M.	—	—	—	—	—	—	—	78	273	887
	F.	—	—	—	—	—	—	5	12	18	75
Total by sex	M.	51 845	884 700	1 880 903	1 899 016	1 780 962	1 598 782	1 333 979	1 102 042	848 286	675 395
	F.	21 932	438 174	856 847	876 297	802 848	709 839	544 304	378 432	252 869	169 976
Total		73 777	1 322 874	2 737 750	2 775 313	2 583 810	2 308 621	1 878 283	1 480 474	1 101 155	845 371
Percentage by years		0.4	7.1	14.6	14.8	13.8	12.3	10.0	7.9	5.9	4.5

Source. India. Ministry of Education.

Note. There is no uniformity in the total number of classes in the secondary stage of education, as the system varies from State to State. Secondary education ends at class X, XI or XII as the case may be. The following types of schools are included: primary, middle, high and higher secondary. The following types of schools are excluded: vocational and technical. The above table does not include figures from the States of Ajmer, Jammu and Kashmir, Madhya Bharat and Uttar Pradesh.

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Age							Total by sex	Total by school year	Median age	Percen- tage by class	Class	
14	15	16	17	18	19	20 and over						
3 046 515	1 109 134	696 21	274 8	222 2	81 2	30 9	3 821 317 1 942 421	5 763 738	6.8	30.8	M. F.	1
6 603 1 195	2 424 386	726 60	336 25	66 11	14 1	53 1	2 393 953 1 103 949	3 497 902	7.9	18.7	M. F.	2
13 591 3 155	4 799 734	1 665 275	662 82	142 19	53 20	155 17	1 878 051 765 538	2 643 589	9.1	14.1	M. F.	3
34 223 11 014	14 260 3 782	4 833 711	1 483 231	363 67	107 18	21 32	1 492 750 561 357	2 054 107	10.1	11.0	M. F.	4
47 965 14 981	21 930 5 709	7 809 1 203	2 243 224	823 102	350 45	117 64	1 120 197 363 543	1 483 740	11.0	7.9	M. F.	5
63 622 12 061	30 190 4 890	13 577 1 716	5 370 453	2 555 175	580 85	263 120	789 080 175 677	964 757	11.7	5.2	M. F.	6
90 922 19 408	54 821 10 830	29 742 4 654	15 335 1 861	6 100 780	2 413 268	1 431 243	638 973 151 194	790 167	13.0	4.2	M. F.	7
95 674 19 152	64 127 11 080	35 499 4 601	19 046 1 965	7 242 808	2 670 322	1 349 180	487 596 99 591	587 187	13.8	3.1	M. F.	8
85 128 15 670	66 433 11 923	44 258 7 440	23 746 3 315	11 601 913	4 792 351	2 440 185	342 502 59 630	402 182	14.8	2.1	M. F.	9
49 196 10 117	66 092 11 035	55 412 8 401	35 145 4 484	17 114 1 361	8 560 617	4 337 277	271 242 43 634	314 876	15.7	1.7	M. F.	10
17 118 3 292	39 280 6 566	34 775 6 352	27 766 4 810	20 399 3 038	12 401 1 109	8 635 660	169 441 27 292	196 733	16.5	1.0	M. F.	11
5 488 363	8 429 418	11 260 520	5 627 259	2 278 74	935 35	630 22	35 885 1 801	37 686	16.2	0.2	M. F.	12
512 576 110 923	373 894 67 487	240 252 35 954	137 033 17 717	68 905 7 345	32 956 2 873	19 461 1 810	13 440 987 5 295 627	.	.	.	M. F.	Total by sex
623 499	441 381	276 206	154 750	76 250	35 829	21 271	.	18 736 614	.	.	Total	
3.3	2.4	1.5	0.8	0.4	0.2	0.1	.	.	.	.	Percentage by years	

2. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Government schools	42 391	92 206	14 213	3 230 882	289 716
Local board schools	104 156	284 170	36 626	10 405 939	853 296
Private schools	63 807	158 224	31 086	4 747 386	224 330
Secondary					
<i>General</i>					
Government schools	4 674	49 238	10 296	1 155 030	233 987
Local board schools	5 478	42 297	3 040	1 126 405	64 861
Private schools	10 795	117 696	19 530	2 947 769	462 917
<i>Vocational</i>					
Government schools	296			23 018	2 481
Local board schools	32	6 320	849	2 238	91
Private schools	1 063			69 943	12 690
<i>Teacher training</i>					
Government schools	481			48 875	6 471
Local board schools	16	4 812	1 286	760	107
Private schools	284			19 845	8 708
Higher					
<i>Arts and science colleges</i>					
Government colleges	159			88 658	7 707
Local board colleges	2	17 823	1 651	1 167	—
Private colleges	382			244 467	10 183
<i>Professional and special education colleges</i>					
Government colleges	160			34 595	739
Local board colleges	3	5 774	402	1 009	—
Private colleges	149			26 632	1 427
Special					
Reformatory schools	23	1 426	130	4 638	484
Schools for defective children	82	403	111	3 581	244
Other					
Schools for adults	42 843	11 804	775	1 034 513	170 554
Other schools	4 363	13 707	700	202 727	12 309

Source. India. Ministry of Education.

Note. All statistics relate to recognized institutions. Figures are provisional. Primary schools include pre-primary schools, but exclude primary departments of secondary schools. Secondary schools include middle, high and higher secondary schools. Arts and science colleges include universities and research institutions. Enrolment figures for arts and science colleges and professional and special education colleges include students reading in classes for school standard attached to these institutions.

3. PUBLIC EXPENDITURE ON EDUCATION, 1950/51 (in thousand rupees)

Item	Amount
Total	769 458
Direct expenditure ¹	
Pre-primary schools	574
Primary schools	346 268
General secondary schools	139 437
Vocational schools	21 898
Teacher-training schools	13 241
Adult schools and centres	6 732
Arts and science colleges (including universities and research institutions)	48 428
Professional and specialized education colleges	30 978
Indirect expenditure ²	161 902

Source. India. Ministry of Education.

Note. Expenditures from Government and local board funds are included.

Official exchange rate in 1951: 100 rupees = 21 U.S. dollars.

1. Includes staff charges on salaries, allowances, pension contributions, training fees, etc.; recurring charges on utilities, stationery, etc., equipment; recurring expenditure on building repairs, rents, rates, and taxes; sports and games; examination expenses.
2. Includes hostel and scholarship charges, cost of buildings and equipment, expenditure on direction, inspection and other miscellaneous items which by their very nature cannot be apportioned to any individual institution or type of institution.

4. HIGHER EDUCATION, 1950/51

Type of education	Number of institutions	Students	
		Total	F.
Total	855	384 564	43 185
Arts and science	543	289 007	36 743
Law	20	12 662	284
Medicine	36	14 730	2 335
Agriculture	18	4 510	23
Education	64	6 201	1 932
Engineering	27	12 118	23
Technology	10	1 346	6
Commerce	25	33 677	163
Forestry	4	227	—
Veterinary science	7	1 478	19
Other ¹	101	8 608	1 657

Source. India. Ministry of Education.

Note. The number of institutions excludes university teaching departments and attached classes in professional subjects. The number of students includes those reading in university teaching departments and attached classes in professional subjects, but excludes students reading in classes of school standard attached to colleges. All figures are provisional.

1. Includes fine arts, physical education and Oriental studies.

INDONESIA

Total population (1951 estimate): 76,500,000.

Total area: 1,492,000 square kilometres; 576,300 square miles.

Population density: 48 per square kilometre; 133 per square mile.

Total enrolment in primary schools (1951): 5,318,014.

Pupil-teacher ratio: 59.

Total revenue (1951 estimate): 12,958,238,200 rupiahs.

Public expenditure on education (1951 budget): 1,897,400,000 rupiahs.

Education in Indonesia is the concern of the central government in the sense that its aims and contents are decided by the Minister of Education of the central government. Education is based on the five fundamental principles of the State—the *Pantja Sila*. These are: recognition of the divine omnipotence, humanity, national consciousness, belief and faith in democracy, social justice for all.

The State in Indonesia has responsibility for three main fields of educational activity: instruction (formal

Official exchange rate (1951, selling, basic): 1 rupiah = 0.2625 U.S. dollar.

Revised by the Ministry of Education, Instruction and Culture, Jakarta, in April 1953

education at primary, secondary and higher level), mass education, and culture.

LEGAL BASIS

The provisional constitution adopted in 1950 contains direct references to education. Article 30 states:

'Every Indonesian citizen is entitled to education. He will be free to make his choice of education.'

'Teachers will be free to exercise their profession, except for the supervision to be exercised by the public authority in accordance with law.'

Article 41 provides that:

'The authorities shall promote the spiritual and physical well-being of the people.'

'The authorities shall in particular aim at the abolition of illiteracy as speedily as possible.'

'The authorities shall provide education for all.'

'The authorities shall aim at a speedy introduction of compulsory primary education.'

'The pupils of private schools which conform to the standards for public schools shall have the same rights as the pupils of the public schools.'

Legal effect has been given to these principles in the Fundamental Education Act of 1950.

Legislation in respect of education is passed by the parliament of the Republic; provincial and local bodies may issue rules in accordance with existing legislation.

ADMINISTRATION

The government of the Republic is decentralized, with corresponding effects on the administration of the Ministry of Education, Instruction and Culture. The country is divided into 10 provinces; these are composed of regencies, which in turn are subdivided into villages. Urban administrations or municipalities are classed as province, regency or village according to their size and importance. Each unit has an elected council of representatives, which chooses an executive council, the two forming the unit of local government. The central government delegates a part of its responsibility to provinces, regencies and villages.

The village as the lowest unit has no responsibility in the field of education, instruction and culture. The regency has charge of literacy courses and village libraries. The province is responsible for primary education, complementary courses at a primary school level (these serve to follow up literacy courses) and town libraries. Various aspects of the youth movement and the education of women also fall within the provincial field. Each unit has a local department of education, instruction and culture with an administrative and financial role, the head being responsible to the executive council concerned. The technical supervision of all these local activities remains in the hands of the Ministry, which has offices in all provinces and regencies, in addition to the local departments.

The Ministry therefore has a double function. It is directly concerned with all educational establishments which do not fall under provincial or local authorities, such as secondary and vocational schools and institutions of higher education. It also administers a wide range of activities in the field of mass education and culture, including complementary courses at the secondary level, library services, training of instructors. Second, the Ministry supervises educational activities which are delegated and provides basic directives on these matters to the provincial and local units. Structurally, the Ministry is divided into three departments, for mass education,

instruction, and culture, each of which is conceived as a vertical service, since it has offices in the provinces and regencies as well as at headquarters. In addition, the Ministry contains three substantive bureaux for universities and academies, research and external relations. A fourth bureau for supplies and buildings provides all departments and bureaux with the necessary materials. The Ministry is assisted by a secretary-general, whose office comprises the usual administrative staff; he, with the heads of departments and bureaux, provides the higher direction in all matters of education.

While inspection of schools throughout the country is carried out by the provincial offices of the departments of the Ministry, a rather different role is allotted to the Department of Cultural Activities. It has appointed cultural 'consulates' (*konsulate*) in several regions to observe and encourage cultural development.

FINANCE

Primary education is free.

All funds for education are drawn from the general revenues of the central government; there are no special taxes or local rates for education. The Ministry of Education, Instruction and Culture provides from its budget for all costs entailed in the running of its schools. The provinces secure their revenues from the Ministry of Internal Affairs, finance primary schools and subsidize literacy courses and libraries. The regencies are also financed by the Ministry of Internal Affairs through the provinces.

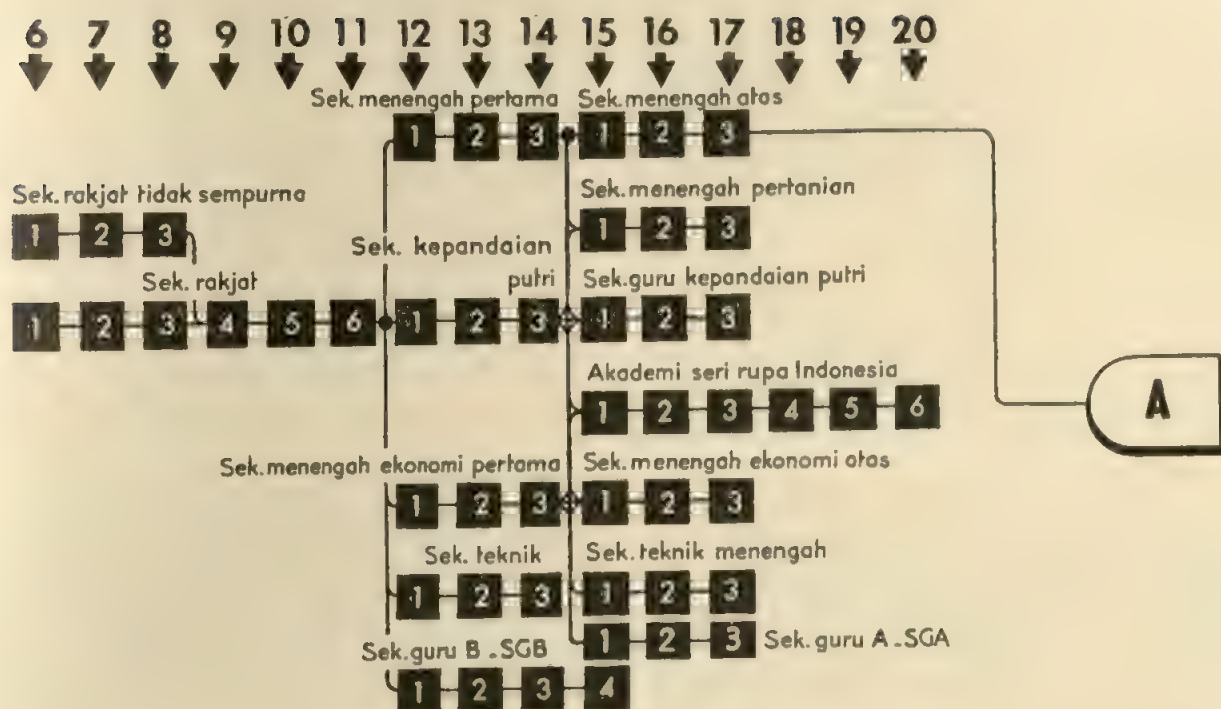
National expenditure on education thus involves both the Ministries of Education and of Internal Affairs; in addition, the Ministry of Public Works carries out the building programme of the government (both central and regional).

While there is no statutory obligation on local communities to provide for education, they contribute voluntarily to a considerable extent, especially in providing sites and in constructing school buildings at their own expense.

Private Schools

There is no restriction on the opening of private schools, but, in order to obtain a government subsidy the schools have to comply with certain conditions, and it is government policy to give priority in such subsidizing to teacher training, vocational education, general education, in this order. State aid amounts to 100 per cent of costs for schools which are now completely in accordance with government regulations. In other cases a capitation grant is paid, varying with the level of the school: Rp.5 for kindergartens, Rp.10 for primary schools, Rp.15 and Rp.20 for junior and senior secondary schools, Rp.60 for teacher-training schools, with intermediate amounts for vocational establishments. Most of the existing private schools are maintained by Moslem and Christian bodies.

DIAGRAM



GLOSSARY

NOTE. In the accompanying diagram the word *sekolah* (school) is abbreviated to *sek.*

akademi seri rupa Indonesia: vocational training school of arts.
sekolah guru A (SGA): teacher-training school at upper secondary level.
sekolah guru B (SGB): teacher-training school at lower secondary level.
sekolah guru kepandaian putri: specialized teacher-training school for teachers of home economics.
sekolah kepandaian putri: lower vocational secondary school of home economics.

sekolah menengah atas: upper general secondary school.
sekolah menengah ekonomi atas: vocational secondary school of commerce.
sekolah menengah ekonomi pertama: lower vocational secondary school of commerce.
sekolah menengah pertama: lower general secondary school.
sekolah menengah pertanian: vocational training school of agriculture.
sekolah rakjat: primary school.
sekolah rakjat tidak sempurna: rural primary school, at present incomplete but being progressively converted into full primary course.

sekolah teknik: lower vocational secondary school of technical studies.
sekolah teknik menengah: upper vocational secondary school of technical studies.

HIGHER EDUCATION

A. Universities and other institutions of higher education.

ORGANIZATION

Primary Education

In the case of pre-primary schooling, the government limits its activities to the establishment of a few institutions for the training of teachers. The existing pre-primary schools are managed and financed by private bodies.

One of the earliest educational measures after independence was the introduction of a national primary

school of six classes for children between 6 and 12. While it is official policy to make complete primary education available for all children as soon as possible, a considerable number of the schools are still incomplete; these are village schools with three classes. Most children in rural areas begin schooling at 7 or 8, while town children seek admission at the age of 6. Because of the rapid expansion of schooling, the government has fixed the number of pupils per class at 50. Attendance is not yet compulsory. Classes are co-educational and there is equality of access for boys and girls. In the first two classes the local language is used as

the medium of instruction; thereafter Indonesian is introduced and becomes the medium, while the local language is taught as a subject. The curriculum also comprises arithmetic, physical education, hygiene, moral education, singing and craft work; natural science, geography and history are introduced in the third or fourth year, and home science is taught to girls from the fourth year on. On completing the course satisfactorily, pupils are awarded certificates without examinations. Those proceeding to secondary and vocational schools have to take an admission examination.

Secondary Education

Secondary schools are maintained by the Ministry. The course is divided into junior and senior stages, each of three years' duration. At the conclusion of the junior course, pupils take a State examination, and on completing the senior course a further examination which qualifies under certain conditions for entry to the universities and academies.

The third year of the junior course provides two streams for socio-cultural and natural science subjects. Differentiation occurs throughout the senior course where there are three streams for literary, scientific and economic subjects. Students from these streams normally go on to higher education in the corresponding faculties; if they wish to enter other faculties they may be required to take an additional examination in particular subjects.

Secondary schools charge fees. There is, however, a widely developed system of bursaries and free places based upon the general abilities and needs of the student. Bursaries are conceived in the nature of contracts by which the student undertakes subsequently to work for the government for a determined period.

Vocational Education

Vocational schools at the secondary level comprise systems of technical and of commercial schools. Technical schools are of different types and include: a two-year post-primary course; a subsequent two-year course or a four-year post-primary course; and finally a four-year course following junior secondary education. These schools produce technicians at various levels and the courses are highly differentiated according to specialities although there is a common core of general subjects. Commercial schools have a simpler organization and correspond more to the general secondary school: a three-year course based on the primary school and a subsequent three-year course following junior secondary education. Home economics schools for girls provide a three-year course after primary education. Training centres for teachers of home economics represent a further course of four years.

Other ministries than education also maintain establishments for vocational training. Schools for agriculture, forestry and animal husbandry at the senior secondary level are maintained and supervised by the Ministry of Agriculture. The Ministries of Health and of Communication have organized vocational schools for training their personnel, with courses of three years after junior secondary

and three years after senior secondary education. All the schools under other ministries have to be approved by the Ministry of Education, Instruction and Culture. State examinations and certificates obtain throughout the system of vocational education.

Higher Education

Students are admitted to the universities and academies after passing the final examination of the senior secondary school. The period of study at the several faculties and universities lasts from four to seven years. There are two State universities, five private faculties and four academies. The University of Jogjakarta, established during the revolution, follows the system of bachelors' and masters' degrees, while the University of Jakarta, founded by the Dutch, still follows the Dutch university practice of candidate and doctorate. Each university and academy is governed by a senate and supervised by a council of governors, and the institutions have a high degree of autonomy. The faculties at both universities are: literature, medicine, technology, philosophy, agriculture, forestry, veterinary science, mathematics and natural science, law, social and political science, economics. The academies give training in the fields of commerce, arts and journalism. At present the medium of instruction for higher education is Indonesian and, for foreign professors, English.

While entry to the universities and academies usually depends on possession of the secondary school certificate, outstanding pupils of the vocational schools are also admitted.

Fees are charged by these institutions, but there is a considerable programme of bursaries and scholarships; the State also provides boarding and lodging facilities.

Special Education

As in the field of pre-primary education, the government has limited its activities and has started with a training school for teachers of the deaf-and-dumb and the blind.

Teacher Training

In planning for teacher training the Ministry of Education has designed separate types of courses for teachers at each level of the educational system. The scheme, briefly, is as follows: primary school teachers receive a three-year course in a training school (SGA) at the senior secondary level. Teachers for the junior secondary school take a one-year course after completing senior secondary school and this leads to the A certificate. For senior secondary school teachers two possibilities are open, either a training course of four years (divided into two parts of two years and leading to the B1 and B2 certificates) or graduation from a university or academy.

However, the widespread popular demand for education has already led to a serious shortage of teachers at the primary and junior secondary level and the development of new institutions on the above lines cannot keep pace with the demand. Since the Ministry has undertaken to prepare for universal compulsory education, it has been obliged to concentrate on teacher training. A number

of special measures have been taken. The first is a four-year course based on the primary school (SGB) and the second an emergency course corresponding to the SGB but further accelerated. The student attends the course for two years and is then posted to a school where he continues by correspondence study to complete the remaining two years of his course. These special measures are being carried out on a very large scale. To satisfy the demand for teachers in the junior secondary schools, it has been found necessary to post to them the graduates of the main teacher-training schools (SGA); while in service, these teachers follow complementary courses in order to obtain the certificate A. Such courses are given in classes attached to senior secondary schools. The first part of the training courses for senior secondary teachers (B1) is given in provincial capitals and the second part (B2) in towns where there are faculties or academies for special lectures.

Although every effort is made to train as many new teachers as possible in the shortest time, facilities are provided to enable all teachers in service to complete their training and to acquire higher qualifications. In co-operation with the Teachers' Association, the Ministry organizes complementary courses (by classes and correspondence) in order to provide teachers with the lessons they need.

The curriculum of teacher-training courses is based on the following principles: the primary teacher must be able to teach all primary school subjects; the junior secondary teacher a group of related subjects; and the senior secondary teacher one specialized subject.

STATUS OF TEACHERS

The teacher is considered as a government employee and is paid in accordance with a national salary scale for the whole country. There is therefore no discrimination in status. The national salary scale is based on the educational qualifications of the government employee, and on his responsibility and work. Teachers, however, are always one step higher in the salary scale than government employees with the same educational qualifications. Each scale has a minimum and maximum figure, and ordinarily the teacher can reach his maximum figure after 25 years of service. Head teachers have a higher scale than other teachers. As is the case with other civil servants, each teacher after passing a health examination automatically becomes a member of the pension scheme, to which he must contribute a certain percentage of his salary.

The age for retirement is calculated on a sliding scale (based on age and years of service) and must be at least 50 years. The monthly pension is arrived at by multiplying the number of years of service by two, and paying this percentage of the last salary (thus an employee working for 25 years would receive 50 per cent of his last salary).

SCHOOL WELFARE SERVICE

For this service a private institute, subsidized by the Ministry, has been established in Jakarta with branches

in the provinces. Social organizations, particularly of women, are members of the institute, and its income depends on contributions from members, donations from commercial and industrial concerns and State lotteries. The institute supports various forms of welfare activities by parents, teachers and education-minded organizations. It encourages the community to build holiday camps and health resorts for children and teachers. The Minister of Education is the patron of this institute and there is a supervisory council, consisting of the general secretaries of the Ministries of Education, Health, Finance and Public Works.

Government transport organizations give reductions in fares to pupils.

ADULT AND MASS EDUCATION

The adult and mass education scheme, which is the responsibility of the Department of Mass Education in the Ministry, has the primary task of abolishing illiteracy among the people. Much has been done in this field, but not enough for the work to be finished within the 10 years (1950-60) originally accepted by the Ministry as the period needed to abolish illiteracy in the entire country. This department is to begin its new working methods in 1953, after gaining sufficient experience in the past years' work. The new method is shorter, cheaper and can be applied to large-scale education.

As a means of following up literacy courses, much reading material is made available and adults are encouraged to continue their education by attending complementary courses at primary and junior secondary school level.

The regencies are responsible for literacy courses and village libraries, while the provinces are in charge of the complementary courses at primary school level. The Department of Mass Education manages the complementary courses at junior and senior secondary school level.

The department is also in charge of the youth movement, women's education and physical training of the community, and it encourages organizations which conduct activities in these fields. There are inspectors and instructors paid by the department in the provinces and regencies to advise all such organizations. The principle of financial aid is as follows: the people have to do the work, the government only gives support.

CULTURE

As mentioned above, one department in the Ministry is concerned with cultural activities. The main task is to observe the evolution of the regional culture and to support organizations active in this field. It has to collect suitable elements from the regional culture for possible acceptance by other regions, so that all may contribute to the enrichment of Indonesian culture.

This department has its 'consulates' in areas important to cultural life, and its sphere is art in the full sense of the word. The 'consulates' subsidize cultural organizations and give them opportunities to hold performances and exhibitions. They take care of historical and natural monu-

ments, museums, temples, nature reservations, statues, etc., and conduct academies for painting, sculpture, drawing, carving and music (both Indonesian and European).

The department is also in charge of the development of the Indonesian language, and maintains an institute for the purpose. The institute takes care of the translation of foreign works into Indonesian, and provides government offices with magazines containing all new words formed and accepted by the people.

TRENDS

Indonesia, as a young independent country, is trying to find its own way to promote the spiritual and physical development of its people. The phase of converting a colonial into a national machinery of education had to come first, and this is nearly completed. After that, using

the knowledge and experience of other nations, Indonesia must choose its own course, according to the aptitudes of the people and the means at their disposal.

The main problem in all the Ministry's fields of work is the lack of personnel capable of leadership and of being the guiding power for the latent potentialities of the people. These leaders must be trained in the country and abroad.

The Ministry, as a beginning to this tremendous task, has decided to carry out two big plans: a 10-year plan for introducing compulsory education and a 10-year plan for abolishing illiteracy. Both plans go hand in hand and the Ministry is hoping that with the co-operation of the nation they will be successfully carried out.

Indonesia is also convinced that, without a strong national, social, economic and cultural structure, it is incapable of contributing anything to the international world.

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1. HIGHER EDUCATION, 1952/53

Faculty	Students enrolled
All faculties	10 041
Medicine, including dental surgery and pharmacy	2 644
Law	2 159
Literature and philosophy	631
Technology	2 576
Agriculture	631
Economics	746
Veterinary science	136
Mathematics and physics	450
Academy of physical education	68

Source. Indonesia. Kementerian Pendidikan Pengadjaran dan Kebudayaan.

Note. The statistics refer to the University of Indonesia and the University of Gadjah-Mada.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951
(in thousand rupiahs)

Item	Amount
Total	1 897 400
General administration, inspection, etc.	321 200
Primary education	1 095 700
Secondary education	
General	34 400
Vocational	40 900
Teacher training	156 500
Higher education	47 300
Post-school and adult education	56 500
Special education	100
Subsidies to private education	119 800
Capital expenditure	25 000

Source. Indonesia. Kementerian Pendidikan Pengadjaran dan Kebudayaan.

Note. Official exchange rate in 1951: (selling, basic) 1 rupiah = 0.2625 U.S. dollar.

3. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Students
Pre-school			
Kindergartens, private	306	506	24 180
Primary			
Government primary schools	24 775	83 060	4 977 304
Private primary schools	1 895	6 765	340 710
Secondary			
<i>General</i>			
Government middle schools	216	2 318	63 597
Government high schools	50	1 003	14 491
Private middle schools	502	4 195	91 029
Private high schools	43	770	9 222
<i>Vocational</i>			
Government lower schools	298	2 498	40 325
Government higher schools	47	523	6 400
Private lower schools	94	547	8 733
Private higher schools	31	433	3 392
<i>Teacher training</i>			
Government teacher-training schools	442	1 441	41 606
Private teacher-training schools	10	115	1 011
Higher			
Government academies	4	71	430
Private academies	2	21	260
Government universities	2	485	4 937
Private universities	2	33	650

Source. Indonesia. Kementerian Pendidikan Pengajaran dan Kebudayaan.

I R A N

Total population (estimate first half of 1951): 20 millions.
 Total area: 1,630,000 square kilometres; 629,000 square miles.
 Population density: 12 per square kilometre; 32 per square mile.
 Total enrolment (1950): 756,683 in primary schools.
 Enrolment of girls as percentage of total: 17.7 per cent in public primary schools; 30.7 per cent in private primary schools; 50.6 per cent in 'Maktab Khaneh' (unrecognized private schools).

Pupil-teacher ratio: 37 in public primary schools.

Based on official and other published sources, prepared in July 1953.

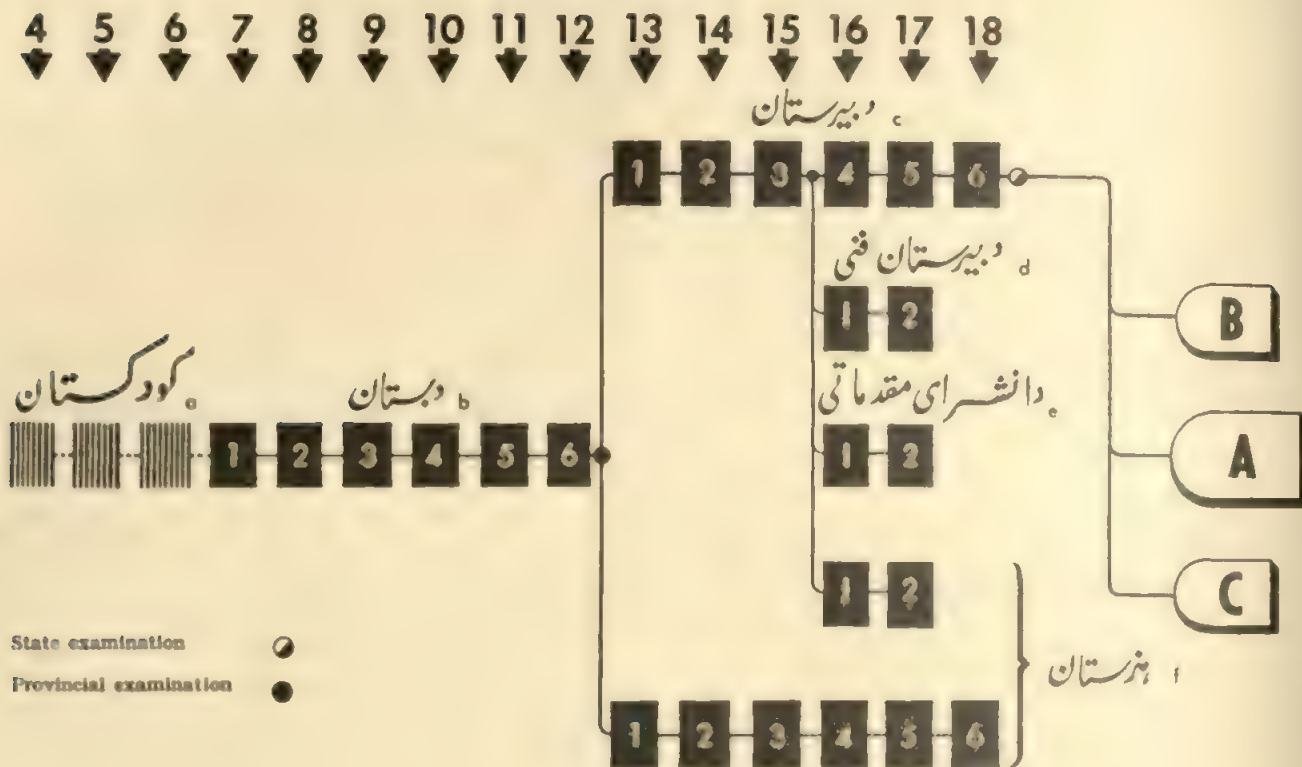
ADMINISTRATION

Control of formal education is vested in the Minister of Education, assisted by two under-secretaries. By statute the Ministry is divided broadly into two sections, for education and administration respectively, each headed by a director-general; but there is a tendency to add other directorates for the more important departments. The Directorate of Education has special departments for higher,

secondary, primary, technical and agricultural, adult and fundamental education, publications, physical training and examinations, and includes a central inspectorate. The Directorate of Administration is concerned with finance, personnel, construction and supplies, and health services.

Under the central authority each of the 10 provinces has a provincial education department under a director who administers and controls the public schools of the province. Smaller units of government, the districts and municipa-

DIAGRAM



GLOSSARY

- (a) *kūdakestān*: private pre-primary school.
- (b) *dabestān*: primary school.
- (c) *dabirestān*: general secondary school.
- (d) *dabirestān-e fanni*: vocational secondary school for girls with general subjects and practical training in home economics.
- (e) *dānesh-sarāy-e mokaddamāti*: teacher-training school including specialized

institutions for teachers of agriculture and physical education.

- (f) *honarestān*: vocational secondary school.

HIGHER EDUCATION

- A. *dānesh-gāh*: university with faculties (*dānesh-kadah*) of agriculture, arts, law, medicine, science, theology.

- B. *dānesh-sarāy-e ʿālī*: institute of education.

- C. *madreses* 'ali: non-degree granting college, not under the Ministry of Education, for advanced training of technical staff attached to other ministries.

lities, also have education offices. There is considerable decentralization of authority in respect of education. The larger part of the funds for education are provided by the Ministry's budget; annual sums are distributed to the provinces for maintaining primary and secondary schools. Local authorities have powers of taxation for educational purposes, these revenues being devoted mainly to buildings and supplies. Provincial and local authorities are also encouraged to set up advisory councils and parent-teacher associations to assist in the running of schools.

Private schools are permitted at primary and secondary levels and may receive small subsidies if they conform to government standards.

ORGANIZATION

Kindergartens have been established in the towns, largely on private initiative.

Primary education was declared compulsory and free by a law of 1944. The course lasts six years, with an entrance age of 7. The rural type of primary school usually has four classes only. The curriculum includes reading, writing, arithmetic, religion, history, music, physical education and elementary nature study. Syllabuses are drawn up by the Ministry and embodied in official textbooks, one for each class, which cover all the subjects taught. A start has been made with the teaching of agriculture in rural schools and other practical subjects in urban schools. At the end of the primary course pupils take a provincial examination.

The secondary course of six years falls into three cycles, 3 + 2 + 1. The lower cycle of three years is general and leads to a provincial examination which gives access to teacher-training and other vocational schools. Students continuing in the general secondary school take a further course of two years and then a year's specialized study preparatory to going to university. This final year is divided into literary, mathematical and scientific branches; students sit for a State examination on the results of which a diploma in the particular branch is awarded, serving as qualification for entry to the related faculties or schools of higher education. The secondary school curriculum includes literature, geography and history, physical and natural science, foreign languages (usually English or French) and mathematics; girls' schools add such subjects as home economics and child care. Syllabuses are fixed by the Ministry but the subject textbooks are not officially prescribed.

The principal institution for vocational education is the secondary technical school (*honaristan*). This exists at two levels: a six-year course open to primary school leavers, with considerable specialization in mechanical and electrical trades, woodworking, dressmaking, etc., and a two-year course based on the lower cycle of secondary education which provides training in trades associated with industrial chemistry. Of a similar nature is the home economics school for girls, where more emphasis is given to practical subjects than in the curriculum of the general secondary school.

Teacher-training schools recruit students who have completed the lower cycle of secondary education. The majority train primary school teachers, but there are also specialized institutions for teachers of agriculture and physical culture. In all cases the course lasts two years. The curriculum includes general subjects (especially those to be taught in the primary school), professional subjects, such as teaching method and child psychology, and a period of practice teaching. Secondary teachers are prepared at the higher teachers' college, an institution at university level with a three-year course; in the two sections, arts and science, students follow university courses for a degree and simultaneously undergo professional training.

Higher education is provided by the University of Teheran, five provincial universities and a number of

institutes or colleges. The University of Teheran is an autonomous institution; it is organized in faculties, the deans of which are elected by the staff, and is run by the university council, which elects the rector. Although the main part of the budget is derived from the Ministry of Education, the Ministry exercises no control over the university. The provincial universities have a similar organization but are more dependent on the Ministry. The principal faculties are arts (including philosophy, literature, education), theology, law, engineering (including architecture), science, medicine (including pharmacy and veterinary science) and agriculture. Courses vary in length; in general three years are required for the licentiate degree, six for the doctorate, and the engineering schools award a degree after four years.

A number of specialized institutes are maintained by ministries other than education for training higher level technical staff. Courses vary from two to three years.

ADULT AND FUNDAMENTAL EDUCATION

A department has been set up in the Ministry to deal with this important branch of education. The State organizes a literacy campaign with the participation of local authorities, private enterprises and voluntary agencies. In particular, army conscripts are obliged to take a literacy course. Considerable use is made of the existing school facilities, and classes are arranged in the evening with most of the teaching done by primary school teachers.

Another form of adult education is provided by classes run privately to prepare students for public examinations.

STATUS OF TEACHERS

The appointment of primary school teachers is a provincial responsibility. Secondary school teachers with a university degree are appointed by the Ministry; those without a degree, by the provincial authorities.

Three salary levels are fixed for the country as a whole, corresponding to primary, secondary and higher education posts. Within each level there are 10 grades of salary.

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1. HIGHER EDUCATION, 1950

Faculty	Students
Total	5 624
Law	1 302
Arts and higher teacher-training school	739
Medicine, pharmacy, dentistry	1 732
Science and higher teacher-training school	554
Divinity	339
Agriculture	113
Fine arts	139
Higher schools of midwifery	90
Higher schools for health training	280
Veterinary medicine	115
Technology	200

Source. Iran. Ministère de l'Intérieur. Administration de statistique et du recensement. *Bulletin de statistique*, No. 6. Téhéran, 23 juin-24 juillet 1951.

2. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers	Students	
			Total	F.
Pre-school				
Infant schools, public	15	46	1 255	...
Infant schools, private	54	192	1 852	...
Primary				
Primary schools, public	7 360	18 320	677 025	119 618
Primary schools, private	291	1 481	52 339	16 058
Maktab Khaneh (unrecognized private schools)	1 021	951	27 319	13 827
Secondary				
<i>General</i>				
Secondary schools, public	245	2 713	39 300	8 100
Secondary schools, private	63	591	10 253	2 751
<i>Vocational</i>				
Vocational schools and schools of agriculture	15	146	1 476	...
Teacher training	...	...	1 486	341
Teacher-training schools	...	...	1 486	341
Higher				
University	1	...	5 624	...
Others				
Religion courses	...	...	6 297	—
Courses for adults	1 008	768	33 414	...

Source. Iran. Ministère de l'Intérieur. Administration de statistique et du recensement. *Bulletin de statistique*, No. 2; No. 5. Téhéran, février 1951; juin 1951.

I R A Q

Total population (1950 latest official estimate): 5,100,000.
 Total area: 435,000 square kilometres; 168,000 square miles.
 Population density: 12 per square kilometre; 30 per square mile.
 Total enrolment (1951/52): 213,958 in primary schools.
 Enrolment of girls as percentage of total: 23 per cent in primary schools.

Pupil-teacher ratio: 27 in primary schools.

Public expenditure on education (1952): 6,284,000 Iraqi dinars.
 Official exchange rate: 1 dinar = 2.80 U.S. dollars.

Revised by the Ministry of Education, Baghdad, in March 1953.

LEGAL BASIS

Public education in Iraq is a government function. The Public Education Law No. 57 of 1940 lays down the main principles for the conduct of education in the country. Declaring that the aim of education is to bring up a generation of healthy, enlightened and responsible citizens, it prohibits the teaching of what may lead to the corruption

of character, or of anything that may be of a disruptive or 'destructive' nature. It divides education as to level into primary, secondary and higher, as to type into general and specialized or technical and as to control into public, private and foreign. It declares primary education of six years to be compulsory in places where adequate facilities exist. It makes provision for public examinations at the end of the primary, intermediate and secondary stages

without the passing of which no student can proceed to the next stage. It lays down the basic conditions for the appointment of teachers, and gives very detailed provisions—to be mentioned later—as to the control and supervision of private and foreign schools. In this connexion it lays down that primary education is a responsibility that can be exercised only by Iraqis, and prohibits Iraqi citizens from attending foreign primary schools.

The Local Languages Law of 1931 stipulates that in any school of the northern provinces, where the majority of the students speak Kurdish or Turkish, primary school instruction shall be conducted in that language, Arabic becoming a second language. The Provincial Administration Law of 1945 empowers provincial councils to open primary and technical or agricultural schools and conduct campaigns against illiteracy.

Based on the Education Law is a series of regulations laying down detailed instructions for the conduct of education. Thus there are the regulations for the Ministry of Education, the primary schools, the secondary schools, the teacher-training institutions, the public examinations, and educational missions (i.e. fellowships and scholarships abroad). Each of the institutions of higher education has its own regulations. Regulations are legal instruments drafted by the Ministry or, in the case of higher education, by the institutions themselves, and approved by the Council of Ministers.

ADMINISTRATION AND FINANCE

Educational administration in Iraq is highly centralized. The Minister of Education is a member of the Council of Ministers and is responsible to Parliament. All officials in the Ministry of Education are responsible to the Minister directly or indirectly. All ministerial orders are issued in his name; he has authority to appoint and dismiss all education personnel subject to the provisions of the Civil Service Law and the Discipline of Officials Law. In the case of officials and teachers of senior grade, action is also subject to the approval of the Council of Ministers. Dismissals are based on decisions of standing disciplinary committees whose decisions are subject to appeal to a higher disciplinary committee. Under exceptional circumstances the Council of Ministers is empowered to dismiss an official or teacher.

The Minister is assisted by a director-general of primary education, a director-general of secondary and professional education, and an inspector-general. Administratively, Iraq is divided into 14 *liwas* (provinces) each of which has a director of education who handles all administrative problems related to elementary and secondary schools in consultation with the responsible directors-general in the Ministry of Education. Higher education institutions have a special status. The deans of these institutions, which are all situated in Baghdad, are directly responsible to the Minister. The Ministry of Education lays down the curricula of the elementary and secondary schools, recruits and promotes the teachers, administers the public examinations and approves (and mostly publishes at cost price) the primary and secondary school textbooks.

Primary schools are inspected at least once a year

by inspectors detached to each of the provincial offices. Their reports go to the provincial directors and to the inspector-general. Intermediate and secondary schools are inspected by 'specialized inspectors'—subject-matter specialists appointed for the purpose. There are also a few administrative inspectors.

Public education, whether under the Ministry of Education or other ministries, is almost entirely financed from the central budget of the government. No local rates are levied. The proportion of the general budget spent on education has fluctuated between 12.9 per cent in 1938 and 8.5 per cent in 1944. In recent years the sum has increased considerably, and approximates to 12 per cent of the national budget. This does not include expenditure on the Royal Medical College, the College of Pharmacy, the College of Religion, the schools of nursing, health officials and agriculture, which are under other ministries.

The students of the primary and secondary schools pay no tuition fees. Board, lodging, books, medical care and travel back and forth between home and school are also provided free at the teachers' colleges and other professional and technical schools. Education is also free in institutions of higher education, except for the colleges of law and commerce where a fee of 15 Iraqi dinars is charged. About 35 per cent of the students are exempted totally or partially. Students in the Royal College of Medicine, the College of Pharmacy, the College of Engineering, the Queen 'Aliyah College and the Higher Teachers' College sign contracts to serve the government for a certain number of years in return for their free education.

Private and Foreign Schools

These exist only at the pre-school, primary and secondary levels. No private or foreign technical, teacher-training or higher education institutions exist. Their enrolment represents about one-sixth of the total enrolment of the country in institutions of all types. Foreign schools are no more than a dozen in number. Private and foreign schools are located mainly in the larger towns, although a number of private schools exist in some of the villages around Mosul.

The Public Education Law of 1940 lays down detailed provisions for the control of private and foreign schools. They can be opened only upon permission from the Ministry of Education and are subject to its inspection. Every year they must submit their annual budget, and their teachers and textbooks must be approved by the Ministry. Their curriculum is ordinarily that of the public schools, with sometimes slight variations. They are required by law to follow the government programme in Arabic language and literature, in history and geography and in civics, and must teach these subjects from the same textbooks used in the public schools and by teachers appointed by the Ministry of Education. Their certificates are not recognized by the government, so the students must pass the public examinations before being admitted to higher stages in the public school system or before they can be employed in the civil service.

Buildings and Equipment

In spite of continuous building by the Ministry of Education in the last 25 years, the school building programme has consistently lagged behind the expansion of the school system. As a result about 47.4 per cent of the buildings are owned by the government, about 11.8 per cent are contributed from various sources and about 40.8 per cent are rented. This is one of the main problems facing Iraqi education. Furniture and equipment are provided by the Ministry. During World War II, owing to difficult communications with the outside there was a dearth of equipment as well as of printing paper for textbooks. The situation has now improved and laboratories for secondary and higher institutions are being replenished, while an adequate supply of paper now exists. Textbooks ordinarily written by committees nominated by the Ministry and published at government expense are sold at cost price to pupils of primary and secondary schools. About 25 per cent of the children, however, receive their books free. Very small libraries exist in the schools. This is a phase of the life of the schools which is in great need of development.

ORGANIZATION

The school system of Iraq is a single-ladder system comprising schools and institutions from the kindergarten to colleges on the university level. Only a few public kindergartens exist. The field of pre-school education has been largely left to private enterprise. The Ministry of Education feels that since the majority of children of school age are still out of school, its main responsibility is to spread primary education to the utmost of its ability. The primary school is of six years' duration after the completion of the sixth year of age. Ordinarily boys and girls are segregated in separate schools, but there exists also a type

of mixed primary school. Some village schools for boys are also known to accept girls.

On leaving the primary school pupils may choose to enter an intermediate school for three years followed by a preparatory school for two years. This allows them, after passing the public examinations, to enter higher institutions. There are, however, other channels. A boy may enter a rural teachers' college for five years or a technical school for five years. A girl may enter the four-year elementary teachers' college or the home arts school which offers a five-year course. These last four types of schools provide free board and lodging to the students. Ten boys of every province are accepted free each year into boarding departments of intermediate schools on the basis of their performance in the public primary examinations.

After completing their intermediate schooling and passing the public examination, pupils may enter a preparatory school where they may join a literary, a scientific or a commercial course of two years each. A boy may also enter the primary teachers' college or the school for health officials for courses lasting three years each. He may also enter the Preparatory Police School or the Preparatory School of Religion, each of which gives a course of two years. A girl may enter the primary teachers' college for women or the nursing school for courses of three years each. An additional year is given to nursing students if they want to take up midwifery.

A secondary school graduate may enter an orientation year leading to the new College of Arts and Sciences opened in 1949, giving a course of four years, or the Royal College of Medicine (six years), the College of Pharmacy and Chemistry (five years), the Colleges of Law, Commerce and Economics, Engineering, the Higher Teachers' College and the Queen 'Aliyah College (four years each). All these colleges are co-educational except the Queen 'Aliyah College which is exclusively for women students. In addition a boy may enter the College of Religion (four years) and the

GLOSSARY

- a) *madrasat al-aḥdāth*: pre-primary school.
- (b) *ibtidā'iyah*: primary school.
- (c) *mutawassitah*: lower general secondary school.
- (d) *madrasat al-funūn al-manziliyah*: vocational secondary school of domestic science.
- (e) *madrasat al-shinā'ah*: vocational training school.
- (f) *kulliat al-shar'iah al-idādiyyah*: secondary school with curriculum emphasizing religion and law.
- (g) *madrasat al-tijārah al-idādiyyah*: vocational secondary school of commerce.
- (h) *idādiyyah*: upper general secondary school with two streams, literature (*adabi*) (h1) and science (*'ilmi*) (h2).
- (i) *madrasat al-sirā'ah*: vocational secondary school of agriculture.

- (j) *madrasat al-mumarrīḍāt*: vocational training school for nurses.
- (k) *dar al-mu'allimīn al-ibtidā'iyah*: teacher-training school.
- (l) *madrasat al-mufawwāḍin*: vocational training school for police officers.
- (m) *madrasat al-muwazāfin al-sihhiyin*: vocational training school for health officials.
- (n) *maḥad al-funūn al-jamīlah*: vocational training school of fine arts.

EXAMINATION

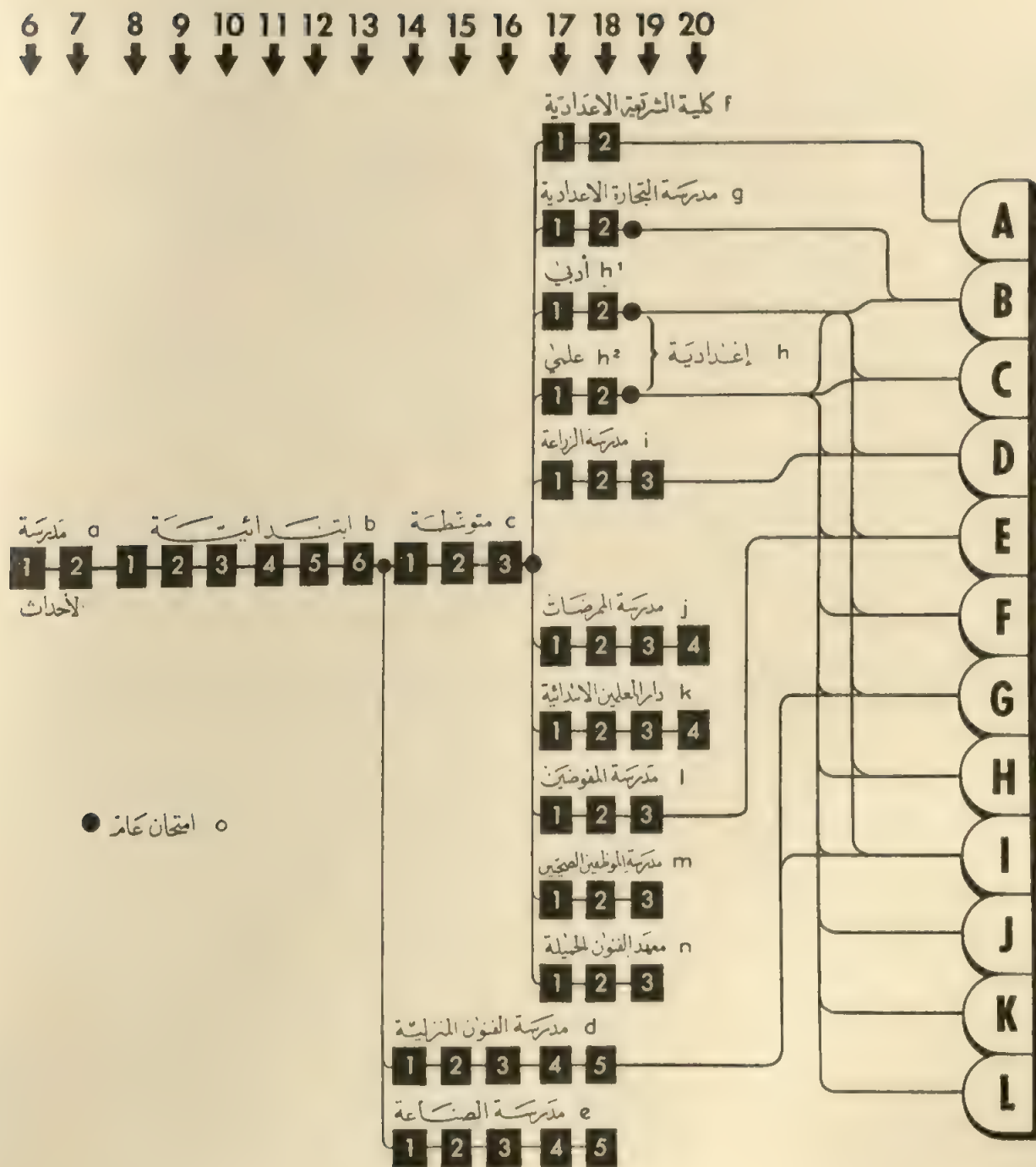
- (o) *imtiḥān 'ām*: public examination.

HIGHER EDUCATION

- A. *kulliat al-shar'iah*: college of Moham-medan law.

- B. *kulliat al-tijārah wal-iqtisād*: college of commerce and economics.
- C. *kulliat al-ḥukūḥ*: college of law.
- D. *al-maḥad al-zirā'i al-ālī*: college of agriculture.
- E. *madrasat al-shurṭah al-ālīyah*: police college.
- F. *al-kulliah al-'askariyah*: military college.
- G. *dar al-mu'allimīn al-ālīyah*: institute of education.
- H. *kulliat al-ādāb wal-'ulūm*: college of arts and science.
- I. *kulliat al-Malikah 'Āliyah*: Queen Aliyah college for women.
- J. *kulliat al-handasah*: college of engineering.
- K. *kulliat al-tib*: college of medicine.
- L. *kulliat al-ṣaidalah wal-kimyā'*: college of pharmacy and chemistry.

DIAGRAM



Military or Police Colleges (three years each). There are also the higher courses of the primary teachers' colleges for men or women lasting for two years above the secondary school.

Soon after its foundation in 1921 the Iraq Government inaugurated a programme of sending students for study abroad which, though not a part of its school system, has supplemented its facilities for study above the secondary school level, and has helped to provide the country with specialists and with leaders in the various aspects of public life. Starting with 9 students in 1922, this programme has continuously been expanded until there were in 1948-49 about 600 students studying completely at government expense in such foreign countries as Syria, Lebanon, Egypt, Great Britain, France, Switzerland, the United States of America and a few other countries. The number of students studying abroad at their own expense is about equal to those studying at government expense.

Upon the recommendation of the Ministry of Education, the government grants currency exchange facilities to students, especially to those studying in hard currency countries. Apart from regular full scholarships, the Ministry of Education grants three other types of aid to students wishing to study abroad: (a) a deputation fellowship given to a teacher or government official for purposes of specialization covering his travel, his salary and an increment of 85 per cent on the salary; (b) a grant-in-aid to students studying at their own expense, amounting to one-third the value of a full government scholarship; (c) study leave at half pay granted to a teacher or official for a maximum of two years.

Students receiving full scholarships sign a contract to serve the government for a number of years equal to that of their scholarship. Grant-aided students give a guarantee that they will come back to work in the country.

ADULT AND FUNDAMENTAL EDUCATION

Beginning in 1922 an organization known as Al-Ma'had al-Ilmi (Institute of Learning) was established which for a number of years conducted a vigorous campaign against illiteracy, and had branches in the main towns of Iraq. The activities of this organization were taken over by the Ministry of Education in 1929 and literacy classes were opened in a large number of towns and villages. The movement reached its peak in 1938-39 when there were 212 centres with 576 teachers and 16,633 students. The war years showed some decline which has been further accentuated by the shift of responsibility for the literacy campaign to the provincial councils. This has meant some dislocation which shows its effects on the number of students for the current year, and which it is hoped will be overcome as the councils acquire greater experience. A new organization known as the Association of the House of the People was started shortly before World War II, and opened literacy centres in a number of small towns and villages. No statistics exist at the Ministry about the number of centres and pupils.

In addition, the Ministry of Education maintains evening primary schools following essentially the same programme of studies as the day primary schools. These

schools are attended by children of school age and by adults who work during the day, and prepare for the public examination leading to the primary school certificate. Previously the Ministry maintained evening intermediate and preparatory schools, but has left this field in the last few years to private initiative, with the result that a large number of private evening schools have been opened. A substantial proportion of these is maintained by teachers' organizations. The only higher institution which offers evening classes is the Law College, more than half of whose students are registered in evening classes. Statistics for all these three types of schools are not shown separately, but are included in the global figures for primary, secondary and higher education.

Recently a fundamental education project has been undertaken in collaboration with Unesco in connexion with the Dujailah Land Development Scheme. Here newly irrigated government land has been distributed to landless farmers on the basis of small holdings. An effort is being made to fight illiteracy, to improve agricultural methods, to encourage hand industries, to improve health conditions, to visit the homes in order to advise housewives and mothers, and to start a co-operative. Unesco has sent four experts to assist the Iraqi staff in directing this project. This is an experiment which if successful might be repeated elsewhere in the country. In the summer of 1952 a training course for fundamental education workers was held. Another course will be held in the summer of 1953.

EDUCATION AND STATUS OF TEACHERS

Teachers in Iraq receive their professional training in one of the three kinds of teachers' colleges. Primary school teachers are prepared either at the primary teachers' colleges for men or women, or at the rural teachers' colleges. The primary teachers' colleges offer two parallel courses: a three-year course above the intermediate schools and a two-year course after completion of secondary school education. Rural teachers' colleges give a five-year course to graduates of the primary schools. In addition there is in Baghdad an elementary teachers' college for women giving a course of four years. Occasionally, owing to the rapid expansion of the primary school system in some years, the Ministry has been forced to employ secondary school graduates. These are employed as assistant teachers until they pass a full year course or some summer courses in education.

Secondary school teachers are recruited from the graduates of the Higher Teachers' College (co-educational), or the Queen 'Aliyah College for women, both of which give a four-year professional course for graduates of the secondary schools. Some secondary school teachers are recruited from Iraqi students who have studied at universities abroad, mostly at government expense. Others are recruited from the Arabic-speaking countries (mainly from Egypt), but the number is decreasing. Some English language teachers are recruited from abroad, usually from Great Britain.

Teachers in Iraq are civil service officials. In appointment, salary, promotion, discipline, dismissal and retirement they are subject to the same rules and regulations

as are applied to other Iraqi civil service officials. Retirement allowances are calculated on the basis of half the average salary of the final seven years of a thirty-years' service.

SCHOOL WELFARE SERVICES

The Ministry of Education has a school health service which maintains clinics and dispensaries in Baghdad and the capitals of the 14 provinces. In addition there is in Baghdad an eye clinic, a dental clinic and a small hospital. Grave cases are taken to the hospitals of the Iraqi health service. Some of the teachers' colleges have their own doctors and nurses who perform the double function of providing health education and medical care to the students. Schoolchildren are examined at least once a year. In districts where no school doctor exists this examination is carried out by the doctors of the Iraqi health service. No child is admitted to school without a certificate of vaccination against smallpox. Treatment and vaccination are provided free of charge, and hospitalization is free for boarding students. In cases of epidemic, compulsory free vaccination is provided.

A division of physical education, under a director, is maintained at the Ministry of Education, and has for its function the stimulation of physical education in the schools. Besides physical education and games in the regular classroom hours, schools ordinarily organize teams, often one for each class, in various games. The most widespread games are football (soccer), basketball and volleyball. Competitions between schools are held in the larger towns, leading to national series for cups provided by the Royal family, the Ministry, or some prominent personalities. There is also an annual Olympic Games competition for secondary schools, both public and private, while the higher institutions organize their own competitions.

An extensive scouting movement existed between 1920 and 1936. This was later superseded by military training in secondary schools, which in turn was abolished in 1941. An attempt is being made to revive the scouting movement. Camping is encouraged and for some years summer camps have been held in the northern mountains. School trips to various archaeological or other sites of Iraq are very frequent, and there have been occasional school trips abroad to other Arab countries, Turkey and Iran.

Extra-curricular activities are encouraged, particularly in secondary schools. These include literary societies, dramatics, art groups, manual arts, school papers, etc. This is, however, an aspect which needs further development.

TRENDS AND PROBLEMS

Undoubtedly the most important educational problem of Iraq is the establishment of universal, compulsory and free primary education. For a generation Iraq has been struggling to increase its primary school enrolment from the negligible figure of 6,000 pupils inherited from the Ottoman régime in 1918. The problem is partly financial and economic, but is also related to other factors, e.g., land tenure, large tribal population, sparse distribution of the population in certain areas, the development of local councils and institutions, etc.

A second problem is that of fitting the primary and secondary school curricula, which are now bookish and academic, to the needs of the country. Recently the Ministry has been experimenting with a special type of rural school where practical instruction in agriculture and handicrafts is given. A greater measure of activity methods is also needed to vitalize school instruction and to bring it nearer to daily life.

Another problem is that of reviving the campaigns against illiteracy and broadening them into fundamental education designed to raise the standard of living of the people.

Technical and vocational education needs greater development and along sounder lines than hitherto. The technical schools need to be more closely related to industry. Recently there has been a trend towards differentiating secondary education to include technical, agricultural and commercial education.

Although possessing a number of higher institutions, Iraq has as yet no university. Beside various plans laid down in the country, a universities commission was convened early in 1948, and suggested a scheme for constituting the university, based on a plan developed in 1943. Owing to administrative and financial difficulties, the scheme has not yet been put into execution. The need for a university, however, is keenly felt, mainly for purposes of advanced research directed towards the problems of the country, for producing a better type of leadership and for recognition of Iraqi higher education abroad.

Finally mention must be made of the problem of administrative instability, due to frequent changes in government. There is a need for a more permanent specialized staff in the senior posts which will ensure the development and application of an educational policy which will remain stable in spite of governmental changes.

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I. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN PUBLIC AND PRIVATE PRIMARY AND SECONDARY SCHOOLS, 1951/52

Class		Age									
		6	7	8	9	10	11	12	13	14	15
1	M.	2 033	16 995	11 137	5 709	3 566	2 346	1 176	411	94	70
	F.	894	6 234	4 030	2 198	1 365	536	216	85	10	—
2	M.	—	822	12 080	7 395	4 643	3 178	1 993	626	176	75
	F.	—	434	4 359	2 496	1 311	754	672	154	13	4
3	M.	—	76	635	10 242	7 070	4 144	2 917	1 416	541	216
	F.	—	31	279	3 287	2 106	1 220	558	415	144	32
4	M.	—	—	161	1 043	7 938	6 234	4 252	2 326	1 213	545
	F.	—	—	82	364	2 269	1 859	1 457	495	258	88
5	M.	—	—	—	199	1 168	6 366	5 143	4 314	2 539	1 289
	F.	—	—	—	101	519	1 722	1 395	1 253	580	253
6	M.	—	—	—	—	164	1 123	4 410	3 872	3 474	2 296
	F.	—	—	—	—	86	320	1 244	1 169	840	400
7	M.	—	—	—	—	—	—	—	2 002	1 666	1 407
	F.	—	—	—	—	—	—	—	531	558	452
8	M.	—	—	—	—	—	—	—	713	995	1 237
	F.	—	—	—	—	—	—	—	160	310	334
9	M.	—	—	—	—	—	—	—	138	372	722
	F.	—	—	—	—	—	—	—	22	133	224
10	M.	—	—	—	—	—	—	—	—	—	—
	F.	—	—	—	—	—	—	—	—	—	—
11	M.	—	—	—	—	—	—	—	—	—	—
	F.	—	—	—	—	—	—	—	—	—	—
Total by age	M.	2 033	17 893	24 013	24 588	24 549	23 391	19 891	15 818	11 070	7 857
	F.	894	6 699	8 750	8 446	7 656	6 411	5 542	4 284	2 846	1 787
	M. & F.	2 927	24 592	32 763	33 034	32 205	29 802	25 433	20 102	13 916	9 644
Percentage by age		1.2	9.8	13.1	13.2	12.8	11.9	10.1	8.0	5.6	3.8

Source. Iraq. Ministry of Education. Baghdad.

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Age					Total by sex	Total by class	Median age	Percentage by class	Class	
16	17	18	19	20 and over						
132	—	—	—	—	43 669	59 237	8.2	23.6	M. F.	1
—	—	—	—	—	15 568					
207	—	—	—	—	31 195	41 392	9.3	16.5	M. F.	2
—	—	—	—	—	10 197					
418	—	—	—	—	27 675	35 774	10.4	14.3	M. F.	3
27	—	—	—	—	8 099					
618	—	—	—	—	24 330	31 237	11.5	12.5	M. F.	4
35	—	—	—	—	6 907					
1 108	—	—	—	—	22 126	28 035	12.6	11.2	M. F.	5
86	—	—	—	—	5 909					
1 616	—	—	—	—	16 955	21 210	13.6	8.5	M. F.	6
196	—	—	—	—	4 255					
1 271	1 247	404	166	186	8 349	10 575	15.3	4.2	M. F.	7
372	243	62	2	6	2 226					
1 012	1 163	806	402	403	6 731	8 310	16.3	3.3	M. F.	8
290	305	96	45	39	1 579					
1 007	959	1 210	872	1 101	6 381	7 391	17.3	3.0	M. F.	9
240	246	146	82	117	1 210					
436	618	531	427	497	2 509	3 220	18.3	1.3	M. F.	10
170	206	168	96	71	711					
178	482	627	730	1 444	3 461	4 072	19.4	1.6	M. F.	11
92	151	146	102	120	611					
8 003	4 469	3 578	2 597	3 631	191 348	.	.	.	M. F.	Total by age
1 508	1 151	618	327	353	56 378	.	.	.		
9 511	5 620	4 196	2 924	3 984	.	250 658	.	.	M. & F.	
3.8	2.2	1.7	1.2	1.6	.	.	.	.

2. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	12	21	21	896	414
Kindergartens, private	12	57	57	2 031	894
Primary					
Government schools	1 197	7 267	2 216	198 357	45 186
Private schools	86	528	272	15 601	4 855
Secondary					
General					
Government intermediate schools	99	522	183	19 103	4 404
Government preparatory schools	39	648	173	4 975	1 118
Private intermediate schools	59	175	28	7 373	608
Private preparatory schools	37	667	64	2 317	204
Vocational					
Schools attached to Ministry of Education	6	97	17	880	214
Schools attached to other Ministries	4	...	...	414	121
Teacher training					
Elementary training schools and training sections	10	88	34	1 550	347
Higher					
Institutions attached to Ministry of Education	6	161	19	1 123	867
Institutions attached to other Ministries	5	...	...	834	96

Source. Iraq. Ministry of Education. Baghdad.

3. HIGHER EDUCATION, 1951-52

Faculty or institution	Number of faculties	Students enrolled	
		Total	F.
Total	11	4 957	963
Arts and science	1	295	76
Law	1	1 324	95
Medicine	1	422	55
Commerce and economics	1	1 164	121
Engineering	1	255	4
Education	1	736	222
Pharmacy and chemistry	1	175	41
Queen 'Aliyah College	1	349	349
Agriculture	1	52	—
Theology	1	101	—
Police	1	84	—

Source. Iraq. Ministry of Education. Baghdad.

4. PUBLIC EXPENDITURE ON EDUCATION, 1952
(thousand Iraqi dinars)

Item	Amount
Total	6 284
General administration, inspection, etc.	268
Primary education (including pre-school education)	3 658
Secondary education	1 830
General (including teacher training)	99
Vocational	407
Higher education	23
Subsidies to private education (all levels)	—

Source. Iraq. Ministry of Education. Baghdad.

Note. Official exchange rate in 1951: 1 dinar = 2.80 U.S. dollars.

REPUBLIC OF IRELAND

Total population (1951 midyear): 2,960,593.
Total area: 70,000 square kilometres; 27,000 square miles.
Population density: 42 per square kilometre; 110 per square mile.
Population, within compulsory school age limits: 428,376.
Total enrolment, within compulsory school age limits: 385,522 in national (primary) schools.
Enrolment of girls as percentage of total: 50 per cent.
Pupil-teacher ratio (based on figures for primary, secondary and full-time vocational pupils and teachers): 30.
National income (1950): 363 million Irish pounds.

LEGAL BASIS

The fundamental principles underlying the educational system of Ireland are set out in Article 42 of the constitution:

- '1. The State acknowledges that the primary and natural educator of the child is the Family and guarantees to respect the inalienable right and duty of parents to provide, according to their means, for the religious and moral, intellectual, physical and social education of their children.
- '2. Parents shall be free to provide this education in their homes or in private schools or in schools recognized or established by the State.
- '3. (i) The State shall not oblige parents in violation of their conscience and lawful preference to send their children to schools established by the State, or to any particular type of school designated by the State.
(ii) The State shall, however, as guardian of the common good, require in view of actual conditions that the children receive a certain minimum education, moral, intellectual and social.
- '4. The State shall provide for free primary education and shall endeavour to supplement and give reasonable aid to private and corporate educational initiative and, when the public good requires it, provide other educational facilities or institutions with due regard, however, for the rights of parents, especially in the matter of religious and moral formation.
- '5. In exceptional cases, where the parents for physical or moral reasons fail in their duty towards their children, the State as guardian of the common good, by appropriate means shall endeavour to supply the place of the parents, but always with due regard for the natural and imprescriptible rights of the child.'

Article 44, Section 4 (2), of the constitution provides, *inter alia*, for the equal status of all denominations in the receipt of State aid for schools. The Article in question reads as follows: 'Legislation providing State aid for schools shall not discriminate between schools under the management of different religious denominations, nor be such as to affect prejudicially the right of any child to

Public expenditure on education (1950): 9,241,000 pounds (actual); (1951): 9,450,000 pounds (budgetary).
Cost per pupil: primary schools, £13.15s.1d.; secondary schools, £23.0s.2d.

Official exchange rate: 1 pound = 2.80 dollars.

Prepared by the Department of Education and transmitted by the Ministry of External Affairs, Dublin, in May 1953.

attend a school receiving public money without attending religious instruction at that school.'

In accordance with the provisions of the Ministers and Secretaries Act, 1924, the administration of public education in Ireland, in so far as the State is concerned, is vested in the Minister for Education, who is a member of the government and responsible to Dáil Éireann (the National Parliament).

The principal current Acts dealing with education below university level are:

1. The School Attendance Act, 1926, under which attendance at school is compulsory for children from 6 to 14 years of age. To ensure compliance with its provisions, the Act provides for the appointment of enforcing authorities, viz., school attendance committees in certain urban areas and officers of the Gárda Síochána (police) in other districts.
2. The Vocational Education Act, 1930, and Amending Acts provide for a system of continuation and technical education under the control of local vocational education committees. Part V of the Act of 1930 provides for compulsory attendance at courses of continuation education of young persons between 14 and 16 years of age in any area to which that part of the Act is applied by order of the Minister.

Part V of the Act is in operation at present in three urban areas, viz., Cork, Limerick and Waterford.

3. The Children Acts (1908-49) provide the basis of the organization of the system of reformatory and industrial schools.

The two universities, the National University of Ireland and Dublin University (Trinity College, Dublin), are autonomous but receive substantial financial assistance from the State.

ADMINISTRATION AND FINANCE

Primary Schools

The vast majority of primary pupils attend the national schools, which are primary schools recognized by the

Department of Education and in which the teachers are paid by the department. National schools are under the control of local managers, usually clergymen, who have power to appoint teachers subject to departmental approval. The managers are charged with the direct government of the schools. The cost of the salaries of the teaching staffs of these schools is borne entirely by the State. Attendance at national schools is free. Pupils whose parents do not wish them to attend national schools may attend private primary schools; such schools receive no State aid of any kind but are subject to inspection by officers of the Department of Education. National school buildings are usually vested in local trustees, and State grants amounting as a rule to at least two-thirds of the total cost are paid in respect of their building and reconstruction.

Secondary (Grammar) Schools

The secondary schools are all privately owned institutions, owned and managed by religious orders, by ecclesiastical or other bodies or by individuals. Recognized schools receive financial assistance from the State in the form of capitation and other grants. The State does not make any contribution towards the cost of building or maintaining these schools except in the case of the preparatory colleges, six in number, which were established by the State to provide secondary education for candidates for training as national (i.e. primary) teachers. All recognized secondary schools have courses of instruction in the subjects of a programme prescribed by the Minister for Education.

The appointment of teachers in secondary schools rests entirely with the school managers. The qualifications of registered secondary teachers are prescribed by the Registration Council, a statutory body which is administered by the State authority under rules made conjointly by the Minister for Education and a Representative Council. Secondary schools in receipt of government grants are required to employ a minimum number of registered secondary teachers and to pay each of them a fixed minimum basic salary. In addition to the basic salary paid by

the schools, incremental salary is paid by the Department of Education. A State controlled superannuation scheme, membership of which is voluntary, is in operation for men and women.

The fees charged by the secondary schools are at the discretion of the schools concerned. A very large proportion of the secondary school population is educated at day schools, and the fees charged are so low as to be within the competence of poor parents. These day schools are enabled to provide secondary education at low cost for the pupils by reason of the capitation grants payable to all recognized schools in respect of pupils of 12 to 20 years of age and by reason of the high proportion of the teachers' emoluments borne by the State by way of incremental salary. There are up to 450 recognized secondary schools; thus very few small towns are without facilities for secondary education for the children of the district.

Vocational Schools

Vocational education in Ireland is of two types—continuation education and technical education. The vocational schools are controlled by the 38 vocational education committees in accordance with the Vocational Education Act, 1930, and subsequent amending Acts. The committees can frame their programmes within the general powers given them under the Act, subject to the approval of the Minister for Education. The funds of committees are derived from local rates and State grants. Each committee is elected by the local rating authority and holds office for the same period as that authority. Committees consist of 14 members of whom not less than 5 nor more than 8 may be members of the local authority. In practice every committee contains 8 members of the local authority. The remaining members usually comprise representatives of trade unions, of employers, and of other educational bodies in the area. Each committee has a chief executive officer, who is responsible for the organization and administration of the scheme under the committee's control.

Every vocational education committee is required by law to appoint such officers as may be required from time

GLOSSARY

agricultural school: vocational training school of agriculture.

apprentices training: part-time trade training school.

continuation school: vocational secondary school with technical, rural, commercial or domestic science courses.

infant department: pre-primary classes attached to national school.

manual and trade teacher-training school: specialized teacher-training course for teachers in vocational schools of trades and industries.

national school: State-aided primary school with infant department and lower secondary top, covering period of compulsory schooling.

preparatory college: State general secondary school for pupils intending to become primary teachers.

school of art: vocational secondary school of fine arts with preliminary course leading to teacher-training and diploma course at higher level.

school of domestic science: upper vocational secondary school of domestic science with course in housecraft followed by teacher-training.

secondary school: general secondary school.

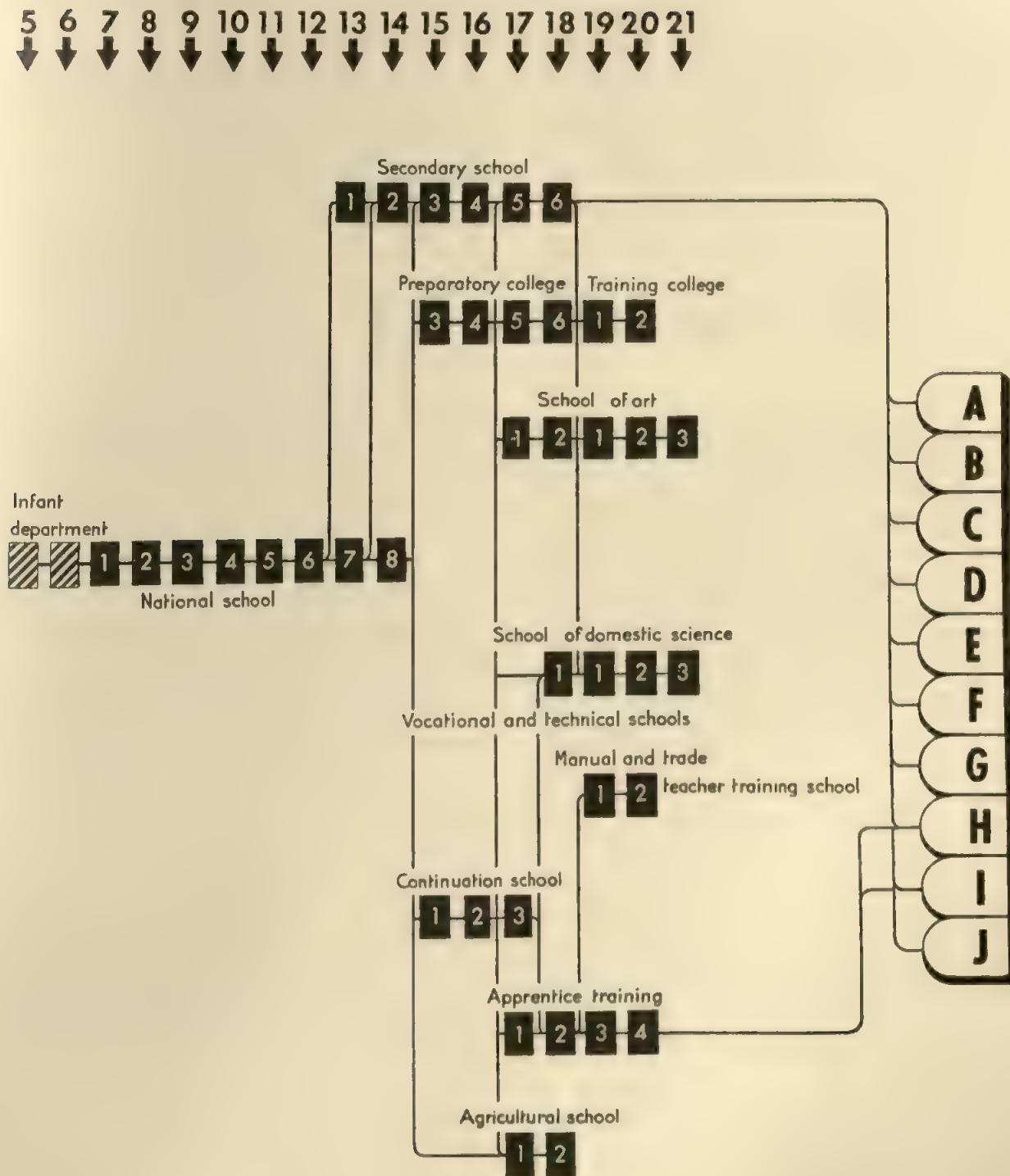
training college: teacher-training college.
vocational and technical schools: vocational secondary and vocational training schools with full-time pre-employment courses, part-time courses for appren-

tices and in some cases sections for training teachers.

UNIVERSITY FACULTIES AND INSTITUTIONS OF EQUIVALENT STATUS

- A. Arts.
- B. Science.
- C. Medicine.
- D. Agriculture.
- E. Commerce.
- F. Law.
- G. Veterinary medicine.
- H. Engineering.
- I. Architecture.
- J. Other faculties.

DIAGRAM



to time for the performance of its functions under the Vocational Education Acts. The numbers, qualifications, salaries and appointment of all teachers and other officers of vocational education committees are subject to the approval of the Minister for Education. The remuneration of vocational education teachers is met entirely out of the vocational education committee's funds, in accordance with scales of salaries authorized by the Minister for Education. Full-time officers, including teachers, are entitled to superannuation benefits under the relevant provisions of the Local Government Superannuation Acts.

ORGANIZATION

Pre-school Education

Pre-school education is given in the infant departments of national (primary) schools and in private kindergarten schools.

Primary Education

The education given in the primary schools is of a general nature and forms the basis of the more advanced education given in the secondary and vocational schools. The courses of instruction in the various subjects are prescribed by the Minister for Education after consultation with representative educational bodies and educationists. In the curriculum great emphasis is laid on the Irish language, both as a subject and as a medium of instruction. On completion of the sixth standard, pupils are required to sit for the Primary Certificate Examination, which consists of a written test in Irish, English and arithmetic, the pass standard in each subject being 40 per cent. The Primary School Certificate is accepted as qualifying the holder for admission to a secondary or vocational school. In some national schools which are attended by pupils over the normal primary school age, i.e. over 14, instruction in the secondary schools' programme is provided for senior pupils. Such pupils are admitted to the State examinations for secondary education certificates on the same conditions as pupils from secondary schools.

Secondary Education

An entrance examination is held (by the school itself, but subject to a check by the department's inspectors) to test the ability of new pupils to follow an approved course of secondary education. The standard prescribed for the examination corresponds to that of the sixth standard of a national (primary) school. Pupils who have passed the Primary School Certificate Examination, or an examination of equivalent standard, may be exempted from the entrance examination.

Secondary schools follow courses of instruction in the subjects of a programme approved by the Minister for Education. Two examinations for the award of certificates to pupils of secondary schools are held annually by the Department of Education, viz., the Intermediate Certificate Examination for junior pupils and the Leaving Certificate Examination for senior pupils. The purpose of the

Intermediate Certificate is to testify to the completion of a well-balanced course of general education suitable for pupils who leave school at about 16 years of age and, alternatively, to the fitness of the pupils for entry on more advanced courses of study in a secondary (grammar) or a vocational school. The Leaving Certificate, generally taken at about the age of 18, testifies to the completion of a good secondary education and to the fitness of a pupil to enter on a course of study at a university or educational institution of similar standing.

Vocational Education

Continuation education. Under Section 30 of the Vocational Education Act, 1930, every vocational education committee is charged with the duty of maintaining a suitable system of continuation education in its area and of providing for the progressive development of such system. As the immediate purpose of continuation education is preparation for entry to some practical type of occupation, it may take various forms. It is generally provided in centrally situated schools by courses of instruction lasting two years in groups, of which the following are typical: junior technical course (boys); junior rural course (boys); junior domestic science course (girls); junior commercial course (girls, usually).

Each of these courses is organized on a two-year basis, with from 25 to 30 hours of instruction per week. For admission to the schools, pupils must have attained the age of 14, but pupils over 13 may also be accepted if they have completed the sixth standard programme in a primary school. On completion of the two years' course, pupils sit for the Day Vocational Certificate, which is awarded by the Department of Education on the results of an examination based on the groups of subjects of the course. The standard required for a pass is 60 per cent in practical subjects and in all other subjects 50 per cent. The Day Vocational Certificates, particularly those in the manual training and commerce groups, are widely accepted as evidence of qualification for various types of employment.

Technical education. In the field of technical education, the vocational education committees have brought their work into close touch with industrial needs and many pre-employment training courses are in operation for the systematic training of young workers for new industries and established trades. These courses involve full-time attendance at a technical school (about 30 hours per week). In addition, many apprenticeship training schemes have been developed by vocational education committees working in association with bodies representing particular industries and trades. Under these schemes, apprentices are released during employers' time to attend part-time day courses in subjects related to their respective callings. Trades in respect of which permanent apprenticeship schemes of this nature are in operation include the bakery trade; cinema operation; cutlery; electrical installation; engineering trades; furniture making; motor engineering; printing. Apprentices usually sit for the junior trade test of the Department of Education at the end of the second year of the course and take the senior trade test (Department of Education) at the end of the fourth year.

Higher Education

There are two universities in the Irish Republic: the University of Dublin (Trinity College) and the National University; and a federation of four colleges (University College, Dublin; University College, Cork; University College, Galway; and St. Patrick's College, Maynooth).

Teacher Education

Primary school teachers receive their secondary education in six State preparatory colleges and then have a two-year professional course in a training college. Secondary school teachers are generally university graduates with one year of professional training which leads to the teachers' diploma.

ADULT EDUCATION

All vocational education committees provide courses of instruction for persons who have completed full-time schooling and are engaged in some occupation. Such classes are usually held in the evening after ordinary working hours. The students attending the classes fall into two main categories: (a) those seeking instruction which will be of assistance to them in their regular occupation; and (b) those seeking instruction because of personal interests not necessarily related to their occupation.

A wide range of evening classes in trade and technological subjects, and in the various branches of commerce, is provided for students in the first category and attendance thereat is as a rule confined to persons engaged in the corresponding occupations. Students of the second category are generally to be found in classes for such subjects as art, handicrafts, languages, domestic science and woodwork. In rural areas in particular, there is a keen demand for classes in rural science and woodwork, and care is taken to secure a very close relationship between the type of instruction provided and the various local activities.

Extension courses are provided in urban centres by the University Colleges of Dublin, Cork and Galway, in co-operation with the local vocational education committees. These courses, which are held in the evening, enable members of trade unions and others to proceed to university diplomas in social and economic studies and in the liberal arts. In Munster, the authorities of University College, Cork, have extended the scheme to rural areas and have instituted, in addition, a diploma in rural and social science. For this latter diploma, which has a distinctly rural bias, the subjects studied include central and local government, agricultural education, voluntary rural organizations, dairy farming, mixed farming, rural electrification, mechanization and country crafts. These extension courses are financed by the universities, which receive special grants from the State towards the expenses of the courses and in some cases, financial assistance from the local rating authorities. Teaching power and class accommodation are in the main provided by the vocational education committees, with the programme under the general direction of the university authorities.

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1. CLASS DISTRIBUTION OF PUPILS IN PUBLIC PRIMARY AND SECONDARY SCHOOLS, 1950/51

Level	Total	Year of school course								
		Infant depart.	1	2	3	4	5	6	7	8
Primary (to Std. 8)	467 593	137 137	60 629	58 950	57 446	54 473	49 580	33 452	11 632	4 294
Secondary (Stds. 7-12)	48 559	.	10 985	10 223	8 861	7 146	6 472	4 872	.	.

Source. Ireland. Central Statistical Office. Dublin.

2. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
National schools ¹	4 878	12 792	8 602	452 114	224 713
Secondary					
General					
Intermediate and leaving course ²	501	3 929	2 081	49 750	23 566
Vocational					
Urban and rural (including non-permanent) centres	814	2 146	—	85 553	44 800
Schools of arts	2	31	—	1 039	—
Domestic science (teacher training) centres	2	28	26	137	137
Trade schools	1	6	—	136	—
Teacher training					
Preparatory colleges	12	120	61	1 173	782
Training colleges					
Higher					
Universities	2	602	—	7 708	1 953
Special					
Industrial schools					
Reformatory schools	53	—	—	5 844	3 120

Source. Ireland. Central Statistical Office. Dublin.

1. Including infant departments.

2. Including figures for secondary courses in primary schools, except under the heading 'Teachers'.

3. HIGHER EDUCATION, 1950/51

Faculty	Students enrolled ¹	
	Total	F.
Total²	7 231	1 933
Law	57	4
Medicine	1 855	450
Science	625	222
Agriculture (including dairying)	188	1
Architecture (including engineering)	776	30
Commerce	425	157
Dentistry	216	47
Veterinary science	111	1

Source. Ireland. Central Statistical Office. Dublin.

Note. Figures refer to the National University of Ireland and its constituent colleges and Dublin University and to matriculated and non-matriculated students attending courses.

1. Excluding St. Patrick's College, Maynooth.

2. Including Celtic studies, philosophy, music and art not shown separately.

4. PUBLIC EXPENDITURE ON EDUCATION, 1950/51 and 1951/52 (thousand pounds)

Item	Amount	
	1950/51 (actual exp.)	1951/52 (budgetary)
Total	9 241	9 450
General administration, inspection, etc.	278	290
Primary education	6 354	6 458
Secondary education		
General	1 041	1 062
Vocational	696	747
Teacher training ¹	(146)	(160)
Higher education	604	577
Other	268	316

Source. Ireland. Central Statistical Office. Dublin.

Note. Official exchange rate in 1951: 1 pound = 2.80 U.S. dollars.

1. Included in expenditure on primary and vocational education.

Total population (December 1952 estimate): 1,629,000. (Jews: 1,450,000; other: 179,000.)

Total area: 21,000 square kilometres; 8,100 square miles.

Population density: 75 per square kilometre; 195 per square mile

Enrolment of girls as percentage of total enrolment (1951/52):

Hebrew primary education: 48 per cent; Hebrew secondary education: 51 per cent; Arabic schools (government institutions): 32 per cent.

Prepared by the Department of Reference and Research, Ministry of Education and Culture, Jerusalem, in January 1953.

The Israeli school system is an outgrowth of the Hebraic school originated by the Zionist pioneers of 1880. It was an uphill struggle to base an entirely new school system upon a language that only a generation ago was a literary medium. The daily Hebrew language usage and vocabulary grew as the subjects were one by one introduced into the school curriculum, and gradually the Hebrew language became entrenched as both the vernacular and the language of instruction in kindergartens, elementary, secondary and vocational schools as well as in institutions of higher education.

When the State of Israel was established on 15 May 1948, it inherited a modern educational system with a total school population of 97,000. The British administration of Palestine (1918-48) recognized the educational autonomy of the Hebrew school system but placed it in the category of privately maintained schools. This entailed great sacrifices on the part of the World Zionist Organization and the Jewish community, which had the continuous responsibility of absorbing large numbers of immigrants, many of them destitute refugees.

From May 1948 to December 1952 about 800,000 immigrants entered the country. Within this period of about four and a half years the Jewish population more than doubled, reaching a total of 1,451,000. The non-Jewish population at the end of 1952 numbered 179,000.

All this has made the problem of education especially complex, involving problems of adjustment and change of habits and occupations. With people coming from all parts of the world and with the total transfer of the Jewish populations of such countries as Yemen and Iraq, the problem of re-education is tantamount to an over-all change of values and standards, changes in emotional attachment and needs, and changes in everyday conduct.

Since the establishment of the State in May 1948, the educational system has been making valiant attempts to keep up with the population's rapid growth. Owing to the enormous influx of immigrants and to the Compulsory Education Law for ages 5 to 14 and for youths from 14 to 17 who have not completed their elementary education, enrolment increased from 96,000 in 1948 to about 300,000 at the beginning of the school year 1951/52, an increase of about 300 per cent within less than three years.

LEGAL BASIS

In spite of the grim and difficult problems which faced the new State, the government regarded education as one of its major responsibilities. On 12 September 1949, only a few months after the signing of the last of the Armistice Agreements with the Arab States, the Knesset (parliament) passed the Compulsory Education Law. This law established universal free primary education, compulsory for all children without distinction of religion, race or sex, from the ages of 5 to 14, and in addition, for young people up to the age of 17, who for various reasons have not succeeded in completing their primary education.

An education code for all education and cultural activities in the country is to be presented to the Knesset in the near future. For the time being the authority of the Ministry of Education and Culture rests, in the main, on the Education Ordinance, 1933, the Compulsory Education Law, 1949, and the Antiquities Ordinance of 1929 and 1935.

During the last two years subsidiary legislation has been enacted making it possible now to impose an education levy on sundry villages, and determining the dates of registration of 5-year-olds for the purposes of compulsory primary schooling and of notification of transfer from one school to another.

ADMINISTRATION

In the Central Office of the Ministry, in addition to the offices of the Minister, the director-general and the directorial staff, there are the Board of Chief Inspectors of Schools, departments for finance and supplies, the bureau for research and examinations, a legal adviser and the milk distribution unit. There are also divisions for primary, secondary and vocational and adult education—each with its appropriate subdivisions, such as hygiene, crafts and agriculture, art and music, youth activities, games and physical culture; and a Department of Antiquities.

The Ministry of Education and Culture is in charge of the administration of the law and is authorized to lay down regulations on any matter connected with its implementation, but in general before exercising its powers, it receives advice from an education council, which is composed of representatives of the public. Breach of the

law or of any of the regulations issued by its authority is punishable by legal process.

The direct responsibility for the provision of education to all children who come within the province of the law rests upon the local authorities, but the Ministry of Education sees to it that the local authorities carry out their responsibilities, and bears its share in the educational budget of each authority—from 40 to 80 per cent of their educational expenditure.

New immigrants, of course, constitute a special problem, since in most cases the new arrivals are not able to bear the financial burden of the education of their children. The Ministry of Education and Culture, therefore, undertakes the full financial responsibility of education in new immigrants' settlements. This is also the case in the Arab villages, where the local authorities have not yet succeeded in organizing the regular collection of local taxes as is done in all the Jewish centres of population.

The growing importance of education in the life of the State is shown by the rapid growth of its educational budget, both absolutely and in relation to the total budget. In 1949-50 the Ministry of Education and Culture spent on education 2,386,000 Israeli pounds, i.e. 5.6 per cent of the total budget, while the figures rose in 1952-53 to 11,754,500 Israeli pounds which is 6.9 per cent of the total expenditure of the State. The actual expenditure on education is far above this budget figure.

ORGANIZATION

The kindergartens are attended by children between the ages of 3 and 6. Only the final year (children of 5 to 6) is covered by the Compulsory Education Law.

The primary schools cover eight years schooling (from 6 to 14) and include special schools for difficult or backward children.

There are also schools for young workers, between the ages of 14 and 17 inclusive, who have not completed their primary education.

Secondary schools cover four years schooling and are attended by children who have completed eight years of the primary school. There are several high schools in Israel with 12 grades, the first eight of which are parallel to Grades I to VIII of the primary schools. Graduates of the secondary schools are qualified for admission to the university or other institutions of higher learning. In the agricultural settlements secondary education is given in

continuation classes which are integrated within the primary schools. The standard of instruction in these classes is on a level with that given in the secondary schools but the curriculum is slightly different, and their graduates do not generally sit for the matriculation examinations held by the Ministry of Education and Culture.

On the same level there are trade schools and agricultural schools. In addition to vocational training (in agriculture, carpentry, electricity, metal work, etc., for boys; and sewing, cookery, domestic science, etc., for girls), these institutions also provide a general education. The great majority of the various schools for art, music and crafts also belong to this group.

Institutions of higher education include the Hebrew University, the Haifa Institute of Technology, the Weizmann Institute of Science, the Agricultural Institute, the Musical Academy, the Bezalel School of Arts and Crafts, etc. On a similar standard are the teachers' training colleges, which provide professional training for two years, and derive their students from the graduates of the secondary schools.

Other types of institutions are the nurses' schools, which provide three years of instruction and are open to students who have completed two or three years of secondary schooling, and various institutions for the study of art, etc.

Pre-school Education

About 70 per cent of all children in Israel between the ages of 3 and 6, belonging to all sections of the population, attend kindergarten. This proportion is among the highest to be found in the world and is far greater than that of most countries in Europe or America. From the very beginning of Jewish settlement in the country, the kindergarten has absorbed Jewish children whose parents spoke dozens of different languages, and, by laying the natural foundation of Hebrew speech, has been of inestimable value in creating a homogenous new generation. It was from the kindergarten, and later from the primary school, that the living Hebrew tongue spread, firstly to the home and then to the street.

In addition to teaching the elements of the Hebrew language, the kindergarten devotes special attention to nature study. It fosters the love of physical labour, helps to lay the foundation for organized social life and introduces the children to characteristic Jewish customs centred in the Jewish festivals and the important dates in the Jewish calendar.

GLOSSARY

agricultural school: vocational secondary school of agriculture organized either as a separate institution or as classes attached to primary schools.

continuation classes: secondary classes attached to rural primary schools.

kindergarten: public pre-primary school.

school for handicapped children: school providing a course of primary education for handicapped children.

school for working youth: evening school

at which young workers can attain or complete a primary education.

secondary evening school: evening school providing general secondary education.

secondary school: general secondary school, sometimes with primary classes attached.

teacher-training college: teacher-training college sometimes with secondary classes attached.

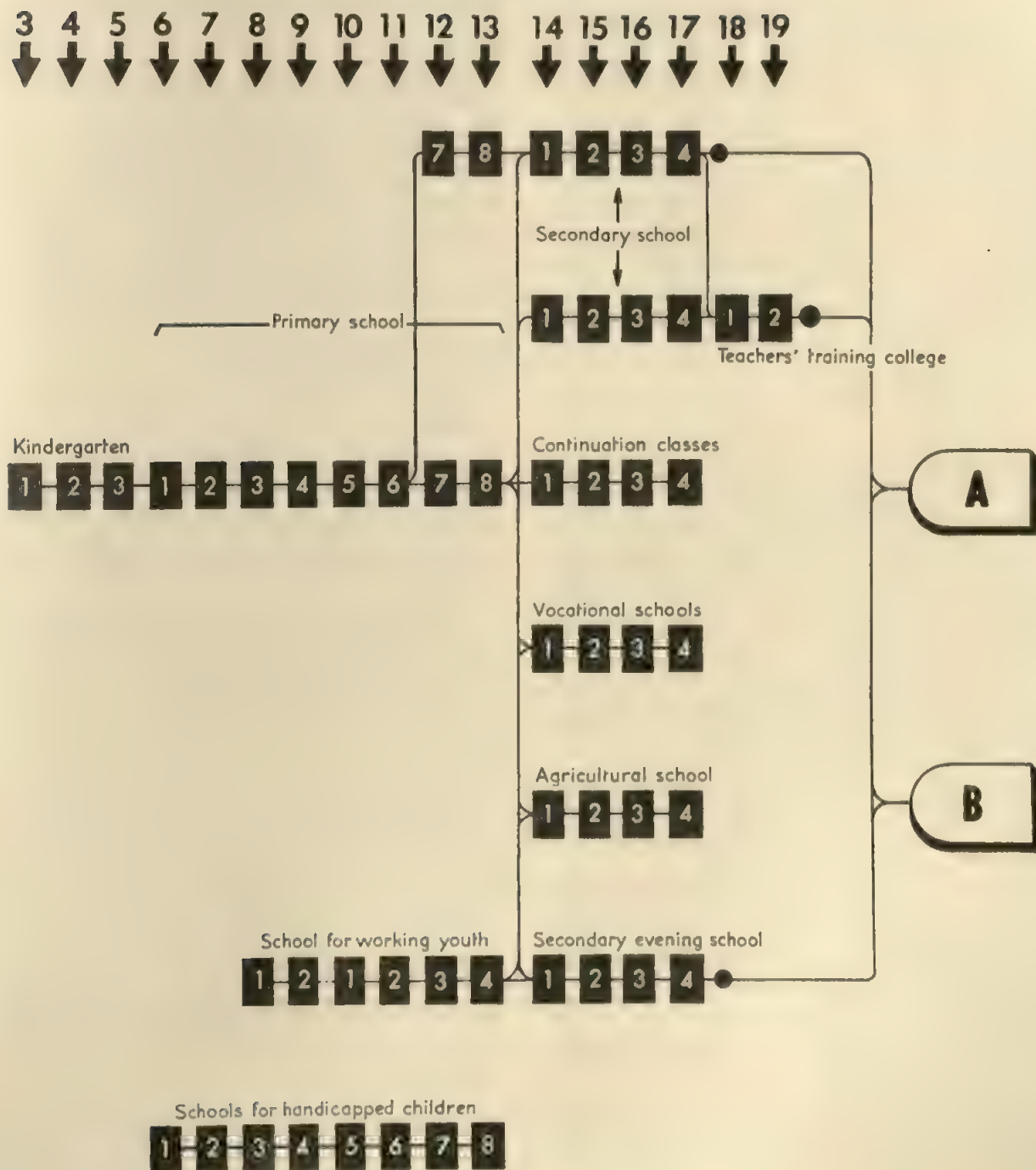
vocational schools: vocational training schools of industries and trades, and home economics.

HIGHER EDUCATION

A. Hebrew university.

B. Hebrew institute of technology.

DIAGRAM



The kindergartens also fulfil an important social function by taking the children off the hands of the mother for part or the whole of the day, thus easing the burden of the working woman and making it possible for her to earn her living. Some of these institutions are in effect day nurseries, which are generally open from 7.30 a.m. to 5 p.m.

About 90 per cent of the pupils attend public kindergartens maintained by local educational authorities and various other public bodies. The government bears the entire cost of the last year of instruction (the 5-year-olds) and allots subventions towards expenses of the earlier age groups.

The number of children in the kindergartens has quadrupled in the last few years, rising from 16,000 in 1948-49 to about 67,000 in 1951-52. During the same period the number of kindergarten teachers has increased from 608 to 1,973, and the number of kindergartens from 426 to 1,624.

Primary Education

The primary school is compulsory for all children in Israel between the ages of 6 and 14, and the law has been implemented in practice with respect to the overwhelming majority of the children in this age group. The curriculum has been worked out on the model of the primary schools of this type in Europe and the United States, but at the same time it is based on the finest ideals of Hebrew culture. It includes the study of the Bible, selections from the literature of the Talmudic and medieval periods, and the classics of modern Hebrew literature. Two generations of pioneer educators in Israel have striven to adapt the primary school to the special needs of the country and the people. Israel has had to create not only the normal type of good citizen, but a pioneer youth, ready to build its homeland and, if necessary, sacrifice life itself in its defence.

Intensive work on the formulation of a minimum curriculum for all primary schools in the country got under way during 1951-52. The special committee appointed for this purpose is of wide public representation. A score or more of standing subcommittees were charged with the preparation of courses of study in the various subjects.

The new curriculum, to be introduced in 1953, is to be adapted to the basic needs of the child and his environment. It is to emphasize education for citizenship and will continue to foster the spirit of pioneering and self-sacrifice.

Curriculum revision is anticipated in the various forms of post-primary education as well. A number of important conferences and symposia are being held to discuss re-organization plans in primary and secondary education as well as teachers' training.

The Israeli school has absorbed the finest educational ideals of the Western world and adapted them to its own special requirements. There is almost no new idea in the pedagogical world which it has not introduced in one form or another. Some of the more important innovations have become firmly established in Israel's educational theory and practice, and some of them were even further developed and perfected. Among these, special mention should be made of the project system, which is used in the lower

classes of most of the primary schools and in many cases in the intermediate classes as well.

Particular attention is paid to the development of the idea of the 'Children's Society' in the school, which has been brought to a particular degree of perfection in the educational institutions of the collective settlements. Many of the principles of the 'Children's Society', in which the children of a particular age group form a largely self-governing unit, have also been partially introduced in various forms into schools in the cities.

An especially interesting method of social education is to be found in the 'Children's Clubs' and 'Pupils' Houses' which have been established in many of the schools. Another form of social organization is to be found in the Israel Scout Movement and other youth organizations. Children of the sixth and higher grades of the primary school belong to these movements, which organize various activities in the field of social work, talks, games, sports, literary and artistic work, etc.

An important place in the curriculum of the primary school is occupied by physical work in various forms: handwork for boys and girls; agricultural work in the plots which are provided in most schools (growing of vegetables and flowers) and, in many places, breeding of animals, cookery and domestic science, combined with the study of dietetics, health, etc. In some schools a number of hours outside the ordinary weekly schedule are devoted to physical work, which can thus be pursued on a larger scale and can be used as a basis for the social organization of children.

The study of the homeland is widely developed, both in the schools and within the various youth movements. Organized trips to various parts of the country form a fundamental part of the curriculum.

School Welfare Services

Midday meals are provided in many educational institutions.

Recreation centres and playgrounds, youth counsellors, hostels and summer camps are inseparable parts of the school syllabus in Israel. More than 300 schools have qualified teachers of physical culture, and the Ministry helps to obtain equipment and apparatus, or, where immigrant children are concerned, provides everything free. Thirty-two thousand schoolchildren took their tests in physical fitness this year, and three-quarters of them passed. An expert from the United States gave advanced courses to teachers of physical culture, and coached Israel athletes for the Olympic Games of 1952. A national Athletic Association of Israel has been formed.

Secondary Education

Secondary schools which meet the demands of the Ministry of Education and Culture are granted official recognition and their graduates are admitted to the Hebrew University without further examination. Graduates of recognized secondary schools are also accepted in important universities abroad. The curriculum of the secondary school resembles that of institutions of this type in Europe and the United States. However, in addition to the usual subjects

of study a considerable proportion of its weekly schedule must be devoted to the specifically Jewish subjects: the Bible, its commentators, Mishna and Gemara, medieval and modern Jewish literature as well as ancient, medieval and modern Jewish history. These are studied thoroughly, in order to introduce the student to the intellectual, poetic and ethical values of Jewish culture of all periods. Special attention is paid to physical training and sports, which have reached a particularly high standard since the establishment of the State.

Some of the older secondary schools take their pupils direct from the kindergarden, and are organized in the form of four preparatory grades and eight secondary grades. Plans, however, are under way to reorganize the educational ladder along the division of six grades of primary education, three years junior high school, and three years senior high school. While primary education is compulsory and free the expenses of the secondary schools, which are rather high, are met mainly by fees paid by the parents. The share borne by the Ministry of Education and Culture has risen considerably during the last few years and the Ministry has also allocated a considerable sum to scholarships for outstanding pupils from the primary schools. The Tel-Aviv municipality and some other local authorities have set up municipal secondary schools, in which young people are accepted for a minimal payment and the Nathanya municipality provides free secondary education to every child who has completed his elementary education and is both fit and willing to proceed to the secondary school.

The secondary school population has almost doubled since the establishment of the State. Nevertheless this increase is not sufficient to meet the urgent need of the State for thousands of young people with secondary education, in view of the mass immigration from backward countries. The Ministry of Education and Culture is making efforts to mobilize all the resources at its disposal in order to supply a suitable standard of high education to all the children in Israel. Matriculation examinations are required of all seeking a high school diploma, irrespective of whether they have gone through the secondary school course in a day school, an evening school or studied privately. Among the two latter categories, students of 18 and over are given the so-called external matriculation examination.

Vocational Education

Agricultural education was the earliest form of vocational training to be established by the Jewish community in Palestine. It goes back as far as 1870, when the Mikveh Israel school was founded by the Alliance Israélite Universelle. For over 50 years this school was the only institution of its type at the secondary level for the training of agricultural workers with professional qualifications, and it was only in the third decade of this century that other similar agricultural training institutions were established. Among these are the Girls' Training Farm of the Women's International Zionist Organization and the Working Women's Council of the General Federation of Jewish Labour, the Ben Shimon Youth Village, the Kadoori Agricultural School and the Pardess Hanna Agricultural

School. With the establishment of the State, the work of agricultural training was intensified.

Agricultural training is also given in a number of secondary schools and in most of the continuation classes in the labour settlements (in the latter, agriculture occupies a central position in the scheme of studies).

One type of educational activity which was already highly developed before the establishment of the State was the training of future artisans and skilled workers. The first trade school in Palestine was founded by the Alliance Israélite Universelle in Jerusalem in 1892, and a few isolated schools were established during the following 40 years. In 1934 the establishment of the Max Pine School for Working Youth opened up a new period in this type of work, and another important trade school was established in the same year by the Haifa Institute of Technology. The subjects taught in these schools were mainly connected with metal work. Gradually they were expanded, other branches were introduced into the curriculum, and additional trade schools were opened by the Labour Federation, Hadassah, the Tel-Aviv municipality, Ort, Wizo and the Working Women's Council. Among the subjects studied are metal work, automobile repairs, agricultural mechanics, radio and electrical work, carpentry, sewing, weaving, domestic science, seamanship and fine craftsmanship.

With the establishment of the State all these institutions came under the supervision of the Ministry of Education and Culture. Complete vocational schools provide four years of post-primary education. A considerable number of schools have only a two- or three-years course. The curriculum is divided between practical training and general studies.

Before the establishment of the State, evening classes for young people in employment were established by the General Federation of Jewish Labour, the Bnei Akiva religious youth organization, the Tel Aviv municipality, etc. After the passing of the Compulsory Education Law this vitally important work became a State responsibility, and in 1950 all these evening classes (81 institutions including 6,000 students) were transferred to the Ministry. New immigrants form the bulk of the students in these classes. Thousands of them have come from backward countries where they had no opportunity of receiving education, many were completely illiterate on arrival in Israel, and many have had their education tragically disturbed by the events of the war years and the Nazi massacres in Europe.

These schools are organized in four basic grades with preparatory or transitional classes. The curriculum is parallel to that of the intermediate and higher grades of the primary school. It has not been possible as yet to cover every boy and girl of this age group who requires education, but the Ministry is doing all in its power to implement the law, and has appointed special officials to visit the young people's homes and ensure their attendance, as well as help local authorities to set up the necessary evening classes.

Special Education

Special institutions for the care of mentally or physically backward children were established and maintained until

the rise of the State by various philanthropic organizations, as well as by the Tel Aviv, Haifa and Petah Tikva municipalities. In 1950 all these institutions were placed under the supervision of the Ministry, which began to encourage the opening of new schools of this type. The Ministry has a special section for the organization and improvement of these institutions. Most of the special schools are now under the control of the local authorities. Others, which are mainly boarding schools, are under the control of the Ministry of Social Welfare, of various philanthropic and social institutions or of private individuals. They may be divided into three groups—for physically defective children (blind, deaf or dumb); for mentally backward children; for abandoned or neglected children.

The work of the Ministry of Education and Culture in this field is still in its beginnings.

Teacher Education

The shortage of teachers is one of the most difficult problems confronting Israeli education. The thousands of new teachers who entered the profession since the establishment of the State are not sufficient to meet the growing demands. The hundreds of new teachers needed every year to maintain the curricular standards are drawn only partly from the teachers' training schools in the country. Accelerated courses in pedagogy and psychology for secondary school graduates as well as intensive courses in Hebrew for immigrants of academic standing with teaching experience have proved helpful and have been yielding hundreds of new teachers. These receive provisional certificates on condition that they eventually complete the full professional requirements. The introduction of pedagogy and educational psychology as elective subjects in the secondary schools may also become an effective way of drawing young people to teaching.

In the early years of Jewish immigration there was always a surplus of teachers owing to the high social and intellectual standards of the immigrants. In recent years, however, there has been a drastic change in the situation. With the entry of hundreds of thousands of immigrants from backward countries there has developed a serious shortage of teachers of all types, and the Ministry of Education and Culture has even been compelled to take students out of training colleges and put them to work before the end of their course of studies.

To meet this situation additional training colleges have been established. Students receive two years' instruction after graduating from secondary school, while kindergarten teachers study for a similar period after completing the third year of secondary education. Some of these teachers' training colleges have preparatory classes equivalent to upper secondary grades. In addition to professional training these colleges also provide instruction in general humanistic, linguistic and scientific studies, designed to widen the horizons of the future teachers. Primary school teachers are trained at the expense of the State while secondary school teachers are catered for by the Education Department of the Hebrew University in Jerusalem. Students study in the appropriate faculties of the university and in addition attend lectures on

educational psychology in order to make them fit to teach the subjects they have studied.

The extent of the problem of teachers' training may be seen from the fact that between 1949 and 1952 the number of teaching posts has increased from about 6,000 to over 14,000. This tremendous increase within the space of four years naturally poses grave problems in the absorption and acclimatization of the immigrant teachers, who form the greater proportion of the new entries into the profession and who have not received their full training in Israel.

Israeli educationists are gravely concerned in the raising of the intellectual and professional standards of both new and veteran teachers. The standard of the teaching profession is the greatest single factor in determining the educational and cultural standard of the State, and has a decisive influence on the spiritual and ethical level of life in the country as a whole. The problem is, of course, of particular importance in this period of mass immigration from backward countries, when only a small proportion of the immigrants are of adequate intellectual and educational status.

Arab Education

The Compulsory Education Law applies, as has been said above, to the entire population of Israel, without distinction of religion, race or sex. During the mandatory period the Arabs in Palestine were catered for by government and mission schools of various types. When the war of independence came to an end, the government took up the question of restarting the education of the Arab children within the borders of the State and expanding it in accordance with the provisions of the Compulsory Education Law.

In the 1951/52 school year, there were 26,205 children in government Arab schools, in 197 institutions with 775 teachers. In addition about 7,000 Arab Christian children attended schools maintained by the missions.

Like the Hebrew school, the Arab primary school has eight grades. The Ministry of Education and Culture is endeavouring to raise the standard of the Arab schools and improve their equipment. The language of instruction is Arabic; Hebrew as the State language is taught for four to five periods a week, beginning with the fourth grade, and English from the fifth or sixth grade. The government also maintains a special seminary for the training of Arab teachers.

Talmudic Academies

The Yeshiva or Talmudic Academy and its preparatory school the Talmud Torah are in a category of their own. Well-known Yeshivoth were established in Palestine as early as the middle of the last century. In the period between the two world wars, many Yeshivoth in the Diaspora were transferred to Palestine, and after World War II almost all the famous Yeshivoth which had been destroyed by the Nazi conquests were re-established and reorganized in Israel. Since the establishment of the State, many former students and teachers of such institutions have reached these shores and consequently 16 Yeshi-

voth have been enlarged and 24 new ones have been established, especially in such new centres of Jewish population as Jaffa, Lod, Yahud, etc. These institutions perform an important function in preserving the ancient traditional Jewish learning on the soil of the new homeland.

Higher Education

Israelis consider it vital to train a new generation of educated, highly qualified scientific, technical and professional workers. Israel will always be a small country in relation to its neighbours, and it will therefore have to rely on high quality to make up what it lacks in quantity.

At the apex of the Jewish educational system stands the Hebrew University, which was inaugurated in 1925 on Mount Scopus; the cutting off of the fine university buildings on Mount Scopus from the rest of Jerusalem during the war of liberation was a crushing blow to the university, but its governing body did not despair. Scattered buildings in many areas of the Jewish City were rented, and in 1949 the university resumed its work with 900 students. Since then two new faculties of medicine and law have been opened, and the number of students rose in 1951-52 to about 2,400, attending classes given by 150 professors and lecturers, and additional staff.

The university now grants degrees of an internationally recognized standard in arts, education, science, law and medicine. Its publishing house and library are of vital importance to the country's cultural life. The great majority of students have to earn their living while studying, and the university is burdened with the need to provide living quarters and restaurant accommodation, in addition to the normal responsibilities in an institution of this kind.

The Technion, or Institute of Technology inaugurated at Haifa, in 1924, has performed inestimable service in providing the country with skilled technical and scientific personnel required for the building of a new state. After four and a half years of study, a thousand students obtain the degree of engineer, and, after further study, they may obtain higher degrees in science, engineering and architecture. Its laboratories are not only teaching institutions; they render direct service in research to government departments and public bodies. Over half of the engineers in Israel today are graduates of this institute.

The Weizmann Institute of Science, founded in 1944, is an institution for research and higher studies. Its 65 scientists, a large number of whom are locally born or trained, are responsible for research of great theoretical and practical importance for the future of agriculture and industry in Israel. Among its departments are sections for biophysics, optics, polymer research, isotope research, applied mathematics and experimental biology. The foundation stone has been laid for the Biochemical Institute. Among the many subjects which the institute has studied with a view to practical application are the use of agricultural and forest products as materials for industry and the extraction of salt from brackish water.

Mention should be made also of the School of Law and Economics in Tel Aviv, the Bezalel School of Art, the Musical Academy and Conservatoire, and the Institute for Training of Social Workers, in Jerusalem.

ADULT EDUCATION

At the adult level, a network of evening classes reaching out into almost every settlement and transition camp is designed to meet the urgent demand of the immigrants for the study of Hebrew, as well as their need for civic and general education. The professionals and skilled workers among them—lawyers, engineers, doctors, technicians, etc.—are provided with intensive courses in Hebrew in special schools with room and board, lasting from four to five months with about eight hours of instruction and private study, six days a week. These schools, called *Ulpanim* (studios of learning), have proved a very effective means for the speedy absorption of the more educated immigrants, while at the same time they provide the country with badly needed skilled personnel. Almost all of the *Ulpanim* graduates find immediate employment with government or private agencies.

Important as the acquisition of the language of the country may be to the immigrant, it is well realized that mere knowledge of Hebrew is not enough. Cultural absorption is much more than that. It is the extent to which newcomers develop a feeling of belonging and readiness to learn, understand and participate in the civic process of their new country, that counts. Judging from the experience in this direction obtained during the 30 years of Jewish immigration under the British mandate and especially the years since the establishment of the State, the outlook is indeed hopeful. The metamorphosis which children and youths of any country of origin undergo within but a few months of their arrival is amazing. They soon come to resemble Israeli-born children not only in speech but also in mannerisms, appearance, and even looks. It is well known that children, no less than adults, do not like to be different. In Israel one can see the process of identification taking place in imitation of emotions, attitudes and outlook.

An explanation for this intensive 'melting pot' process may perhaps be found in the fact that Jews come to Israel not only to seek a new refuge. There is a general feeling of home-coming and belongingness with the majority of them as well as the desire for immediate acceptance of Israeli patterns of culture which they are prompt in considering their own.

It is for this reason, especially, that Israeli educators are hopeful about the speedy cultural absorption of the hundreds of thousands of immigrants that have already come and of the many more that will come to Israel.

Institutes for advanced study and for higher Hebrew are organized and subsidized by the Ministry in Jerusalem, Tel Aviv and Haifa, and are in effect a people's university, teaching more than 30 subjects, in the summer and winter terms, with some 9,000 course registrations. One-half of the lecturers are drawn from the staff of the Hebrew University. The lectures comprise advanced Hebrew, Jewish studies, arts, social science, natural sciences and mathematics. Tuition fees cover most of the expenses. The Ministry bears part of the cost of the high school for workers in Tel Aviv, and of a technical evening school in Haifa, and superintends the Civil Service School, founded by the Civil Servants Association, in which some 150 students, most of them in government employ, are enrolled.

In addition to being taught in the three urban institutes, university subjects are taught in smaller places by touring lecturers, for a week at a time, during the spring and summer vacations. These classes are enormously popular, as are the memorial and anniversary lectures, the study days and Sabbath gatherings, which are even more widely organized. Elementary evening schools are also available for adults in a score of places and there are secondary evening classes open to adults with elementary education.

In addition evening courses in literature, language,

history and science are held under the auspices of the Ministry for the further education of adults.

The Ministry also performs important functions in the encouragement of art, music and the theatre, in the administration of museums, the regulation of imports of foreign books and periodicals, and the encouragement of special literacy, cultural and research projects. It grants pensions to a limited number of veteran writers and actors, and has inaugurated the granting of 10 'Israel Prizes' for the finest achievements in literature, art and research.

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1. CLASS AND SEX DISTRIBUTION OF PUPILS IN PRIMARY AND SECONDARY EDUCATION AND TEACHER-TRAINING COLLEGES, 1951/52

Class	Public education system			
	Total		Arabic education	
	Both sexes	F.	Both sexes	F.
All classes	249 092	117 415	22 906	7 242
I	44 360	21 291	5 692	2 316
II	35 468	17 368	5 255	2 404
III	30 190	14 007	4 236	1 292
IV	24 230	10 752	2 340	422
V	22 782	10 167	1 903	328
VI	20 005	8 882	1 422	201
VII	16 814	7 761	954	123
VIII	13 687	6 475	610	84
IX	8 888	4 314	256	21
X	7 255	3 599	154	3
XI	5 037	2 404	18	2
XII	2 844	1 549	—	—
XIII	963	863	—	—
XIV	433	371	—	—
Grade unspecified	1 16 136	1 7 612	66	46

Source. Israel. Ministry of Education and Culture. Central Bureau of Statistics and Economic Research.

1. All in primary education: thereof 1,639 (610 female) in agricultural youth group and 3,236 (1,304 female) in special schools for handicapped children.

2. AGE AND SEX DISTRIBUTION OF PUPILS IN PRIMARY AND SECONDARY EDUCATION AND TEACHER-TRAINING COLLEGES, 1951/52

Age	Public education system			
	Total		Arabic education	
	Both sexes	F.	Both sexes	F.
All ages	249 092	117 415	22 906	7 242
4	558	233	29	7
5	7 507	3 538	296	102
6	28 338	13 627	2 814	1 121
7	27 773	13 264	3 293	1 244
8	25 176	12 020	3 279	1 275
9	22 198	10 401	2 943	1 049
10	20 284	9 302	2 544	745
11	21 650	10 044	2 282	648
12	19 769	8 996	1 778	420
13	18 466	8 637	1 457	291
14	15 229	7 122	927	141
15	11 992	5 512	581	83
16	8 071	3 573	262	34
17	3 838	1 735	95	9
18	1 066	459	46	2
19	237	119	6	—
20	101	43	1	—
21	46	21	—	—
22	54	26	—	—
23 and over	64	29	—	—
Age unspecified	16 675	8 714	273	71

Source. Israel. Ministry of Education and Culture. Central Bureau of Statistics and Economic Research.

3. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teaching posts		Students	
		Total	Filled by female teachers	Total	F.
TOTAL PUBLIC EDUCATION SYSTEM					
Pre-school					
Public kindergartens	1 624	1 1 973	1 1 973	66 855	32 609
Primary					
Primary schools	953	9 190	4 562	202 472	94 834
Primary classes and youth groups in secondary, vocational, agricultural schools	.	...	...	6 999	3 128
Evening schools for working youth	209	706	202	10 965	5 049
Secondary					
General					
Secondary schools	69	1 181	334	13 088	6 941
Evening secondary schools	15	156	11	1 433	498
Secondary classes in primary schools	.	...	...	2 580	1 182
Vocational					
Vocational schools (except agriculture)	39	487	129	4 183	1 179
Agricultural schools	26	412	92	1 149	514
Teacher training					
Teacher-training colleges	17	390	129	2 046	* 1 980
Higher					
Hebrew University	1	3 383	...	2 369	1 629
Hebrew Institute of Technology	1	147	...	1 025	65
School of Law and Economics	1	...	...	560	...
Institute for the training of social workers	1	...	...	* 47	* 33
Teacher training	.	...	...	4 941	* 806
Special					
Special schools for handicapped children	57	292	179	3 236	1 304
ARABIC EDUCATION (Government Institutions)					
Pre-school					
Kindergartens	90	1 ...	1 ...	3 299	1 270
Primary					
Primary schools	104	750	249	22 293	7 148
Evening schools for working youth	2	15	4	185	68
Secondary					
Secondary schools	1	10	—	152	23
Secondary classes in primary schools	.	...	...	276	3

Source. Israel. Ministry of Education and Culture. Central Bureau of Statistics and Economic Research. *Statistics of Education and Culture 1951/52*, Part I, Jerusalem 1953.

Note. Figures do not include: private kindergartens (estimate for 1951/52: 7,000 pupils); pupils of Jewish religious teaching institutions (estimate for 1951/52: 7,000 pupils); non-government Christian schools (estimate for 1951/52: 7,000 pupils).

There are no figures available of teachers, but only of teaching posts. Of the 12,814 teaching posts in primary and secondary education 6,195 were part-time.

Figures of institutions and teaching posts are stated for each type of institution only once, on its principal level of education.¹

As higher education have been classified entirely post-secondary courses of study.

1. The teaching posts in Arabic kindergartens were enumerated together with those of the primary schools.
2. Only students in the preparatory and kindergarten teacher classes.

3. All scientific staff.

4. Post-secondary class students in teacher-training colleges.

4. HIGHER EDUCATION, 1951/52

Institution and faculties	Teachers (and other scientific staff)		Students		Graduates	
	Total	Professors and lecturers	Total	F.	Total	F.
Hebrew University	383	150	2 369	740	232	59
Arts	130	60	1 003	415	103	29
Law	15	5	562	80	—	—
Medicine	104	48	249	69	63	19
Science (mathematics and natural sciences)	102	27	467	159	48	7
Agriculture	32	10	88	17	18	4
Hebrew Institute of Technology	147	73	1 025	65	...	...
Architecture	23	12	144	26	...	...
Chemical engineering	8	5	111	22	...	...
Civil engineering	29	16	309	13	...	...
Electrical engineering	16	7	223	4	...	...
Mechanical engineering	19	11	271	—	...	...
School of Law and Economics	...	...	660	...	...	...
Law	...	...	300	...	...	...
Economics	...	...	210	...	...	...
Political science	...	...	35	...	...	...
Other subjects	...	...	115	...	...	...
Institute for the Training of Social Workers	...	...	* 47	* 33	33	25
Teacher-training classes (post-secondary) in teacher-training colleges	...	...	941	* 806	...	...

Source. Israel. Ministry of Education and Culture. Central Bureau of Statistics and Economic Research, *Statistics of Education and Culture, 1951/52*, Part I, Jerusalem 1953.

1. The figures include fee-paying students, except research students (there were in 1951/52 173 research students and 16 Ph.D. graduations).

2. Total includes 52 teachers and scientific staff (22 professors and lecturers) for general science subjects.

3. The figures do not include evening students.

ITALY

Total population (4 November 1951 census): 47,138,000.

Total area: 301,000 square kilometres; 116,000 square miles.

Population density: 157 per square kilometre; 406 per square mile.

Total enrolment: 5,275,239.

Enrolment of girls as percentage of total: 47 per cent.

Pupil-teacher ratio: 27 in primary schools.

National income (1951): 8,760,000 million lire.

Public expenditure on education (1951/52): 212,953 million lire.
Cost per pupil: 31,000 lire in primary schools.

Official exchange rate: 100 lire = 0.16 U.S. dollar.

Revised by the Ministero della Pubblica Istruzione, Rome, in June 1953.

LEGAL BASIS

Articles 33 and 34 of the constitution relate to education. The former states that art and science are free, and the teaching of them likewise free. The Republic prescribes the general standards for schooling and establishes State

schools for all levels. Organizations and private persons have the right to set up schools and other educational establishments, without support from the State; the law, in fixing the rights and duties of non-State schools which ask for a status of parity, should assure them full freedom and grant their pupils the same scholastic treatment as

obtains for public school pupils. A State examination is prescribed for admission to or completion of the different levels and types of school and for certification for professional activity. Institutions of higher education have a right to autonomous statutes within the framework of State laws.

Article 34 provides that the school shall be open to all and that lower education lasting at least eight years shall be compulsory and free. Students of merit and ability, even if they lack means, have the right to pursue studies to the highest level; the State is to ensure this right by providing scholarships, family and other allowances, on a competitive basis.

ADMINISTRATION

The central organ for administering education in Italy is the Ministry of Public Instruction. It is headed by a Minister and one or more under-secretaries of state.

The Ministry comprises a number of departments or directorates-general for these fields: general affairs and staffing; primary education; general secondary education; technical education; higher education; antiquities and fine arts; academies and libraries; exchanges with foreign countries.

Other parts of the Ministry of Public Instruction which do not have departmental status are: the central committee for popular education; the general inspectorate for private secondary schools; the office of post-war assistance; the special office of physical education; and the school building service.

The Ministry makes use of the advisory services of a number of bodies: the Higher Council of Public Education; the Higher Council of Antiquities and Fine Arts; the Higher Council of Academies and Libraries; the Administrative Council; and the Disciplinary Commission. The members of these consultative bodies are partly nominated by the Minister and partly elected.

The central authority is represented in each provincial capital by a body of permanent officials (*Provveditorati agli Studi*) headed by a rector or *Provveditore*. He has jurisdiction over the public primary and secondary schools in the province and also exercises supervision over private schools. There are two consultative bodies at the provincial level: the provincial council of education and the council on discipline for primary school staff.

For local administration, each province is divided into a number of school districts, with an inspector of schools in charge; the districts are further subdivided into teaching groups (*circoli didattici*) headed by directors. As a rule each *circolo didattico* consists of 60 to 100 teachers.

There is no intermediate organ between the principals of secondary, classical and technical schools and the *Provveditorati*. Universities and institutes of higher education depend directly on the directorate-general for higher education.

All schools in Italy, including technical and vocational schools, come under the Ministry of Public Instruction; from the administrative point of view a distinction is drawn between State and independent schools, according to whether or not the costs are borne by the State.

Finance

The education budget is established by the Ministers of Public Instruction and of Finance, and then submitted to Parliament for approval. No direct aid is given to independent schools at the secondary and higher levels; at the primary level subventions are paid to schools for handicapped children and to recognized private nursery schools. The State provides financial aid, through the Ministry of Public Works, to local authorities which undertake school building. Supplies are assured to poor pupils by the committees of school patrons.

Education is free to the end of the fourteenth year of age—that is, throughout the primary and intermediate school stages. In other schools fees are charged, but these are very modest.

Private Schools

Article 33 of the Italian Constitution recognizes the right of organizations and private persons, as well as of the State, to found schools. Control of non-State establishments is carried out by the central authority at two levels: the directorate-general for elementary education supervises private primary schools; and a special inspectorate secondary schools.

A varied grading is applied to private secondary schools: they may be treated as equivalent (to State schools), legally recognized or authorized (in which case the studies have no legal standing). At the end of the course students take the State 'maturity' examination.

ORGANIZATION

Pre-school Education

Pre-school institutions which take children between the ages of 3 and 6 are known by the general name of 'maternal schools' (*scuole materne*). They represent the preparatory stage for primary education.

The only State institutions at this level are the kindergartens (*giardini d'infanzia*) attached to primary normal schools and the *scuole materne* attached to normal schools for teachers of infant schools. A number of the schools are run by municipalities and religious orders, but the majority are due to the initiative of private persons and bodies.

Several methods are current: the Agazzi method in maternal schools; Froebel methods in kindergartens; Montessori methods in 'children's homes' (*case dei bambini*); and a renovated form of the old Aporti method in the *asili infantili*. Most other pre-school establishments apply various eclectic methods.

Primary Education

The period of compulsory schooling corresponds to the primary school for pupils from 6 to 11 years of age and to the intermediate school and the lower secondary vocational school for pupils from 11 to 14 years.

The primary school curriculum comprises these subjects: religion; moral, civic and physical instruction; manual

work; Italian; arithmetic and geometry; history and geography; science and hygiene; drawing and handwriting; singing. The school course falls into two stages: the lower course (first three years) and the higher (fourth and fifth years). In primary schools in rural areas or thinly populated regions each teacher takes charge of a number of classes.

The cost of public primary schools is shared between the State and the municipalities. The State provides for teachers' salaries and the local authorities undertake the upkeep of the school.

Secondary Education

Two stages may be distinguished, intermediate and upper. The former stage is termed *istruzione media inferiore* and it includes the middle or intermediate school proper (*scuola media*) and the lower secondary vocational schools (*scuole di avviamento professionale*).

The intermediate school course lasts three years; the curriculum includes religion, Italian, Latin, foreign languages, history and geography, mathematics, drawing, physical training.

The *scuola di avviamento professionale* has a practical bias. The curriculum includes Italian, history and geography, mathematics, natural science, drawing and singing; but contains also subjects with a bearing on various occupations such as commerce, crafts, industry, agriculture, the merchant marine.

Students who pass the intermediate school final examination receive a diploma qualifying them to enrol in higher secondary schools (lyceums, teacher-training schools, etc.) as well as in technical institutes. The diploma of the *scuola di avviamento professionale* leads to the technical schools (*scuole tecniche*) where a two-year course is given.

The upper stage of secondary education comprises classical, scientific, teacher-training and technical schools. The classical lyceums date from 1859, and were reorganized in 1923 and 1942. The course of five years falls into two stages: two years (known as the upper *gymnasium*) and three years (lyceum proper). The curriculum includes Italian, Latin, Greek, history and geography, philosophy, natural science, mathematics and physics, history of art. At the end of the course students take a 'maturity' (*maturità*) diploma by an examination set by a State Commission; this gives access to the university faculties.

In scientific lyceums the course is of similar structure, but the curriculum differs from the classical one. Greek is replaced by a foreign language and greater emphasis is laid on mathematics, physics and natural science. The 'maturity' diploma is awarded under similar conditions to the classical diploma, and gives access to all faculties except arts and law.

The teacher-training school (*istituto magistrale*) provides a four-year course which leads to a certificate qualifying for a teaching post in a primary school. The curriculum includes religion, Italian, Latin, history and geography, natural science, chemistry and physics, mathematics, drawing, singing; philosophy, education, psychology and the theory and practice of teaching methods.

Vocational Education

Technical and vocational education is provided at several levels: lower and upper, secondary and higher. The schools are regulated by the law of 15 October 1931.

The lower secondary vocational schools, referred to above, take pupils from 11 to 14 years of age. The same name is applied to courses organized on a one-year or two-year basis. These preparatory schools offer training that

GLOSSARY

avviamento professionale: vocational education.

conservatorio di musica e liceo musicale: vocational training school of music.

corso annuale: one-year course of vocational training.

corso biennale: two-year course of vocational training.

istituto d'arte: vocational training school of art with course for training specialist teachers (*magistero*).

istituto magistrale: teacher-training school.

istituto tecnico agrario: vocational secondary school of agriculture.

istituto tecnico commerciale e per geometri: vocational secondary school of commerce and surveying.

istituto tecnico industriale: vocational secondary school of industry, often specializing in one field of study (mining, textiles, metallurgy, etc.).

istituto tecnico nautico: vocational secondary school of nautical studies (navigation, marine engineering and architecture).

liceo artistico: upper general secondary

school with curriculum emphasizing fine arts.

liceo classico: upper general secondary school with curriculum emphasizing literary studies and including Greek.

liceo scientifico: upper general secondary school with curriculum emphasizing mathematics and sciences and including a modern language.

magistero: see *istituto d'arte*.

scuola d'arte: vocational training school of art.

scuola elementare: primary school.

scuola materna (del grado preparatorio): pre-primary school.

scuola media: lower general secondary school.

scuola di avviamento professionale: lower vocational secondary school.

scuola di magistero professionale (femminile): specialized teacher-training school for teachers in vocational schools for girls.

scuola professionale femminile: vocational training school for girls.

scuola tecnica agraria: vocational training school of agriculture.

scuola tecnica commerciale: vocational training school of commerce.

scuola tecnica industriale: vocational training school of industry.

UNIVERSITY FACULTIES AND HIGHER INSTITUTES

A. Law.

B. Arts.

C. Political science.

D. Medicine.

E. Engineering.

F. Science.

G. Industrial chemistry.

H. Pharmacy.

I. Veterinary science.

J. Agriculture.

K. Economics and commerce.

L. Statistics and actuarial science.

M. Nautical studies.

N. Oriental studies.

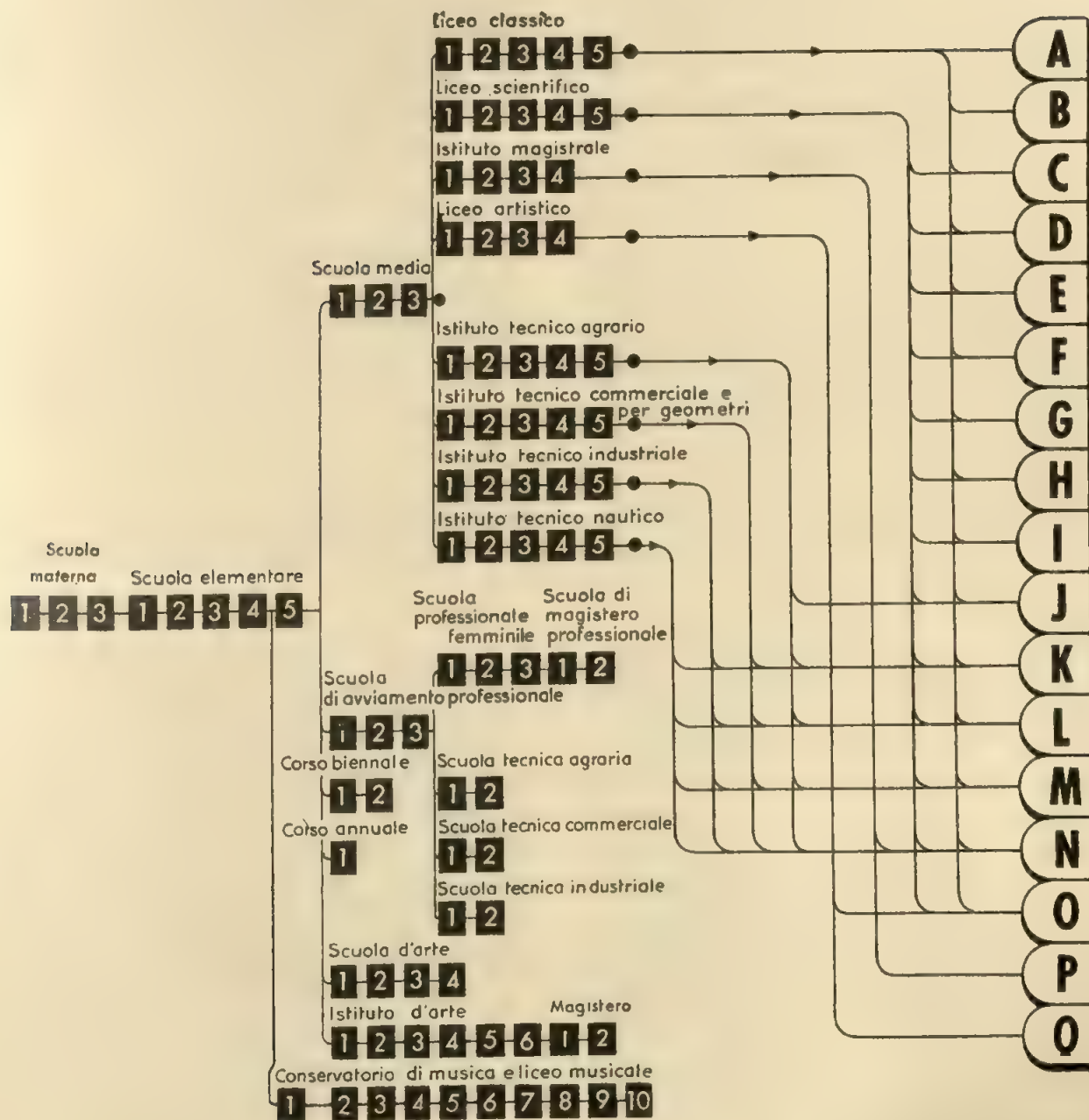
O. Architecture.

P. Education.

Q. Fine arts.

DIAGRAM

3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
 ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓



is divided broadly for the major occupations: agricultural, industrial, commercial, naval, feminine.

The technical schools (*scuole tecniche*) giving a course of two years and the technical institutes (*istituti tecnici*), a course of five years, belong to the secondary education category. The institute diploma is a qualification for posts of importance in agriculture, industry, commerce, the merchant marine and women's professions (such as rural and commercial specialists, navigators, mechanics, teachers of needlework and domestic science, etc.). Some of the institutes, particularly those of an industrial character, are divided into a number of specialized sections such as mining, metallurgy, mechanical and electrical engineering, chemistry, textiles, optics, etc.

In the technical field there are also many courses for the training, improvement and re-training of workers; these are organized either by provincial committees (set up by a law of 1935) or by separate institutions, some of which depend on ministries other than the Ministry of Education.

Artistic Education

This form of education is given by a wide range of establishments—art schools and institutes, academies and lyceums of fine arts, lyceums and conservatories of music.

The art schools and institutes (a course of six years in all) offer various specialized subjects: iron and other metal work, woodwork, ceramics, architecture, sculpture, design, etc. Art lyceums and academies of fine arts provide a four-year course; the diploma conferred by the lyceum leads to the academy which has four sections—painting, sculpture, decoration, scene-painting.

The lyceum and conservatory of music are also divided into several sections for organ, singing, piano, harp, violin, etc.

Higher Education

This is given in universities and higher institutes.

Italy has 23 State universities: Bari, Bologna, Cagliari, Catania, Ferrara, Florence, Genoa, Macerata, Messina, Milan, Modena, Naples, Padua, Palermo, Parma, Pavia, Perugia, Pisa, Rome, Sassari, Sienna, Turin and Trieste.

The higher institutes are four in number: the Polytechnical Institutes of Milan and Turin, the Institute of Architecture of Venice and the Institute of Economics and Commerce of Venice.

There are a number of private universities and institutes: the University of Camerino; the Catholic University of the Sacred Heart, Milan; the Commercial University Luigi Bocconi, Milan; the University of Urbino; and these teachers' institutes: Suor Orsola Benincasa, Naples; and Maria S.S. Assunta, at Rome, Salerno and Genoa. Beside these universities and institutes there are some higher institutions with special statutes, such as the Higher Normal School of Pisa, the Higher Naval Institute of Naples, the Higher Oriental Institute of Naples, and the university for foreigners in Perugia.

The curricula in private establishments are identical with those of the State universities and higher institutes, and the degrees they grant have the same validity. Although foreign university degrees have no legal validity

in Italy, they may be recognized under certain conditions.

There is a standard single degree (*laurea*) granted by Italian universities. In most faculties the course lasts four years; for chemistry, engineering and architecture, it is five, for medicine, six.

Teacher Training

Intending primary school teachers take the four-year course of a teacher-training school (*istituto magistrale*) after completing an intermediate school course. The professional part of the curriculum consists of pedagogy, psychology and practice teaching.

Students who receive the diploma of the *istituto magistrale* may obtain a temporary post in a public school, or teach permanently in a private school, or enter for the competitive examination which leads to permanent appointment in the State system.

Teachers in secondary schools and lyceums are required to have university training with a degree related to the subject they teach. They are also expected to take the competitive examination organized periodically by the Ministry of Public Instruction.

Teachers with permanent appointments are public servants, graded approximately within the levels XI to VI of the public service. The average salary of a teacher with 15 years of service and two children would amount to 64,000 lire a month. The maximum pension rate is reached after 40 years of service, the minimum after 20.

Special Education

Special schools for children with physical, mental and sensory defects are partly private, partly supported by the State; a few depend directly on the State.

ADULT EDUCATION

Until 1946 adult education was given by evening schools and Sunday schools provided for in the 1938 law on primary education. Then, at the end of the second world war the Ministry of Public Instruction undertook a vast campaign of adult education and literacy teaching. The law of 17 December 1947 set up the 'popular school' (*scuola popolare*) for adults. There are three types—for illiterates, for semi-literates, and of a pre-vocational nature. The first two are intended to provide remedial education to all who missed schooling at the compulsory school-going age. Courses of the third type are reserved for adults with primary education who wish for rudimentary vocational training. The minimum age of admission to these 'popular courses' is 12 years, and courses last five months, at the rate of 10 to 15 hours per week.

The 'popular school' is free. Lessons are given, by day and in the evening, in a variety of sites—primary schools, factories, farm estates, institutions concerned with emigrants, barracks, hospitals, prisons, etc. A course may be established if at least 10 students seek enrolment. The teaching is entrusted wherever possible to primary school teachers who do not hold permanent posts.

Mention should also be made of a wide range of activity by private bodies in the fields of family and social education.

In November 1947 a central commission for popular education was set up under the Ministry of Public Instruction.

SCHOOL WELFARE SERVICES

In 1947, a number of school services were revived through the establishment of Committees of School Patrons (*patronati scolastici*) in each municipality. These committees are designed to give aid to needy pupils and to provide them with books and supplies; to organize medical services, school meals, holiday camps by the sea or in the mountains,

and similar services. The *patronati scolastici* are regarded as institutions of public interest. They are placed under the supervision of the provincial inspectorate (the *Provveditori*) and the provincial councils of education act as their trustees.

About 10 per cent of primary pupils use school canteens.

The holiday camps, permanent and temporary, receive assistance from Committees of School Patrons, from the Commissariat of Italian Youth and from various other bodies. The office of post-war assistance gives aid to secondary pupils by means of bursaries, special grants and free places in fee-charging schools. Assistance is given also to child victims of the war, who are grouped in childrens' communities.

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1. HIGHER EDUCATION

Faculty	Number of faculties	Students enrolled (1950-51)		Degrees awarded (1949-50)	
		Total	F.	Total	F.
Total	184	145 170	38 308	20 553	6 364
Law (including political science)	31	28 112	3 418	3 313	299
Arts and philosophy	17	13 390	9 677	2 939	2 083
Medicine and surgery	21	25 767	2 480	4 098	303
Science	20	21 427	7 850	1 917	1 022
Agronomy	12	2 155	75	409	11
Architecture	6	2 004	342	190	41
Industrial chemistry	1	361	34	24	2
Economics and commerce	16	20 417	2 814	1 371	254
Engineering	12	8 626	42	2 045	15
Naval Institute	1	684	2	42	—
Oriental Institute	1	1 755	837	206	103
Veterinary medicine	11	1 832	9	533	1
Education	12	9 028	5 042	1 767	1 177
Pharmacy	22	9 497	5 575	1 683	1 052
Statistics	1	115	11	16	1

Source. Italia. Istituto Centrale di Statistica. Roma.

2. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Nursery and infant schools, private	12 380	24 090	24 090	932 231	471 467
Primary					
Primary schools, public	34 837	157 524	111 329	4 306 614	1 991 552
Primary schools, private	4 919	11 989	10 782	333 196	196 902
Secondary					
<i>General, public</i>					
Intermediate schools	631	21 487	12 998	259 546	110 409
Lower classical lyceums	95	837	363	4 564	1 558
Classical lyceums	248	7 381	2 980	83 387	33 350
Scientific lyceums	91	2 899	1 279	30 790	6 175
<i>General, private</i>					
Intermediate schools	1 220	11 727	6 846	113 849	53 442
Lower classical lyceums	158	911	330	3 503	651
Classical lyceums	265	3 535	1 427	28 457	8 853
Scientific lyceums	119	1 458	466	9 269	1 164
<i>Vocational, public</i>					
Lower secondary vocational schools	1 478	27 099	14 626	312 760	105 463
Technical schools of agriculture	20	140	19	737	1
Technical schools of commerce	162	2 123	1 227	14 221	6 547
Technical schools of industry	168	1 359	210	10 603	45
Institutes of agriculture	33	518	108	5 090	3
Institutes of commerce and surveying	158	5 662	2 302	69 090	15 841
Industrial institutes	66	1 775	461	20 284	42
Institutes of navigation	17	444	119	3 775	8
Vocational schools for girls	38	412	336	3 150	3 150
Upper schools of home economics	16	178	142	959	959
Schools of art	59	623	88	8 081	1 188
<i>Vocational, private</i>					
Lower secondary vocational schools	317	3 669	1 891	32 449	14 249
Technical schools of agriculture	25	203	14	655	—
Technical schools of commerce	36	358	206	1 339	533
Technical schools of industry	29	256	9	1 285	—
Institutes of agriculture	13	182	30	1 167	—
Institutes of commerce and surveying	122	2 164	787	13 446	2 029
Industrial institutes	19	448	71	3 926	—
Institutes of navigation	4	81	24	602	—
Upper schools of home economics	23	262	216	712	712
Vocational schools for girls	27	330	291	1 255	1 255
<i>Teacher training</i>					
Teacher-training schools, public	146	4 898	2 705	44 512	35 660
Teacher-training schools, private	320	3 687	2 878	25 951	23 922
Schools for infant school teachers	32	365	310	1 558	1 558
Higher					
Universities and university institutes	37	4 286	226	145 170	38 208
Academies of fine arts ¹	10	311	31	2 233	1 121
Conservatories of music	25	856	185	3 454	1 539
Schools of social work	14	284	...	950	800
Special					
Courses for abnormal pupils	...	1 248	909	13 074	5 522
Other					
<i>Public</i>					
Adult courses	...	12 590	8 858	299 016	66 586
Courses for workers	...	8 504	2 221	167 521	55 108
<i>Private</i>					
Adult courses	...	9 650	7 707	200 018	59 797
Free courses	...	3 549	1 257	17 724	2 709
Children's republics	...	281	...	11 745	...

Source. Italia. Istituto Centrale di Statistica. *Annuario Statistico dell'istruzione italiana*, 1953.

1. Including art lyceums.

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1. HIGHER EDUCATION

Faculty	Number of faculties	Students enrolled (1950-51)		Degrees awarded (1949-50)	
		Total	F.	Total	F.
Total	184	145 170	38 208	20 553	6 364
Law (including political science)	31	28 112	3 418	3 313	299
Arts and philosophy	17	13 390	9 677	2 939	2 083
Medicine and surgery	21	25 767	2 480	4 098	303
Science	20	21 427	7 850	1 917	1 022
Agronomy	12	2 155	75	409	11
Architecture	6	2 004	342	190	41
Industrial chemistry	1	361	34	24	2
Economics and commerce	16	20 417	2 814	1 371	254
Engineering	12	8 626	42	2 045	15
Naval Institute	1	684	2	42	—
Oriental Institute	1	1 755	837	206	103
Veterinary medicine	11	1 832	9	533	1
Education	12	9 028	5 042	1 767	1 177
Pharmacy	22	9 497	5 575	1 683	1 052
Statistics	1	115	11	16	1

Source. Italia. Istituto Centrale di Statistica. Roma.

2. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Nursery and infant schools, private	12 380	24 090	24 090	932 231	471 467
Primary					
Primary schools, public	34 837	157 524	111 329	4 306 614	1 991 552
Primary schools, private	4 919	11 989	10 782	333 196	196 902
Secondary					
<i>General, public</i>					
Intermediate schools	631	21 487	12 998	259 546	110 409
Lower classical lyceums	95	837	363	4 564	1 558
Classical lyceums	248	7 381	2 980	83 387	33 350
Scientific lyceums	91	2 899	1 279	30 790	6 175
<i>General, private</i>					
Intermediate schools	1 220	11 727	6 846	113 849	53 442
Lower classical lyceums	158	911	330	3 503	651
Classical lyceums	265	3 535	1 427	28 457	8 853
Scientific lyceums	119	1 458	466	9 269	1 164
<i>Vocational, public</i>					
Lower secondary vocational schools	1 478	27 099	14 626	312 760	105 463
Technical schools of agriculture	20	140	19	737	1
Technical schools of commerce	162	2 123	1 227	14 221	6 547
Technical schools of industry	168	1 359	210	10 603	45
Institutes of agriculture	33	518	108	5 090	3
Institutes of commerce and surveying	158	5 662	2 302	69 090	15 841
Industrial institutes	66	1 775	461	20 284	42
Institutes of navigation	17	444	119	3 775	8
Vocational schools for girls	38	412	336	3 150	3 150
Upper schools of home economics	16	178	142	959	959
Schools of art	59	623	88	8 081	1 188
<i>Vocational, private</i>					
Lower secondary vocational schools	317	3 669	1 891	32 449	14 249
Technical schools of agriculture	25	203	14	655	—
Technical schools of commerce	36	358	206	1 339	533
Technical schools of industry	29	256	9	1 285	—
Institutes of agriculture	13	182	30	1 167	—
Institutes of commerce and surveying	122	2 164	787	13 446	2 029
Industrial institutes	19	448	71	3 926	—
Institutes of navigation	4	81	24	602	—
Upper schools of home economics	23	262	216	712	712
Vocational schools for girls	27	330	291	1 255	1 255
<i>Teacher training</i>					
Teacher-training schools, public	146	4 898	2 705	44 512	35 660
Teacher-training schools, private	320	3 687	2 878	25 951	23 922
Schools for infant school teachers	32	365	310	1 558	1 558
Higher					
Universities and university institutes	37	4 286	226	145 170	38 208
Academies of fine arts ¹	10	311	31	2 233	1 121
Conservatories of music	25	856	185	3 454	1 539
Schools of social work	14	284	...	950	800
Special					
Courses for abnormal pupils	...	1 248	909	13 074	5 522
Other					
<i>Public</i>					
Adult courses	...	12 590	8 858	299 016	66 586
Courses for workers	...	8 504	2 221	167 521	55 108
<i>Private</i>					
Adult courses	...	9 650	7 707	200 018	59 797
Free courses	...	3 549	1 257	17 724	2 709
Children's republics	...	281	...	11 745	...

Source. Italia. Istituto Centrale di Statistica. *Annuario Statistico dell'istruzione italiana*, 1953.

1. Including art lyceums.

3. PUBLIC EXPENDITURE ON EDUCATION 1952/53 (in million lire)

Item	Expenditure		Total
	Ordinary	Extraor- dinary	
Total 1952/53 budget	199 492	6 443	205 935
Primary education	101 855	600	102 455
Secondary education	26 672	—	26 672
Vocational education	29 537	—	29 537
Higher education	10 003	2 010	12 013
Special education	216	—	216
Other expenditure	31 209	3 833	35 042

Source. Italia. Ministero della Pubblica Istruzione. *Bollettino Ufficiale* parte I, No. 1. 1953.

Note. Official exchange rate : 100 lire = 0.16 U.S. dollar.

4. CLASS DISTRIBUTION OF PUPILS IN PRIMARY AND SECONDARY SCHOOLS, 1950/51

Years completed at school	Enrolment	
	Number	Percentage
Total	5 741 143	100.0
1	1 068 847	18.6
2	991 950	17.3
3	992 448	17.3
4	870 375	15.2
5	716 190	12.5
6	339 354	5.9
7	220 824	3.8
8	158 426	2.8
9	109 220	1.9
10	90 679	1.6
11	70 944	1.2
12	63 645	1.1
13	48 241	0.8

Source. Italia. Istituto Centrale di Statistica. Roma.

ITALIAN SOMALILAND Trust Territory

Total population (estimate on 30 June 1952): 1,280,000.

Total area: 500,000 square kilometres; 195,000 square miles.

Population density: 2 per square kilometre; 6 per square mile.

Population between 6 and 12 years of age: approximately 190,000 (of whom 45,000 in settled communities).

Total enrolment: 16,215 (all ages).

Enrolment of girls as percentage of total: 9 per cent in primary schools.

Pupil-teacher ratio: 50.

Total revenue (1952/53): 66,091,414 somalos.

Public expenditure on education (1952/53): 7 million somalos.

Approximate rate of exchange: 1 somalo = 0.14 U.S. dollar.

Prepared by the Bureau of Public Instruction, Italian Administration in Somaliland, in July 1953.

LEGAL BASIS

The principal documents are the following:

Trusteeship Agreement approved by the General Assembly of the United Nations on 2 December 1950; Ordinance No. 46 of 15 July 1950, concerning taxes for education; Ordinance No. 61 of 26 September 1950, establishing a school for political and administrative training; Decree No. 31,929 of 2 April 1950, establishing a school of arts and crafts for the indigenous population; Decree No. 86 of 20 November 1950, setting up a Central Council for Education; Decree No. 156 of 4 December 1951, approving the curriculum of the Somali primary schools; Decree No. 65 of 23 April 1952, suppressing the Bureau of Public Health and Education and creating two separate bureaux in its place; Ordinance No. 16 of 30 October 1952, regulating the opening and functioning of private schools.

Article 4 of the Trusteeship Agreement for the Terri-

tory of Somaliland under Italian Administration reads as follows:

'The Administering Authority, recognizing the fact that education in its broadest sense is the only sure foundation on which any moral, social, political and economic advancement of the inhabitants of the territory can be based, and believing that national independence with due respect for freedom and democracy can be established only on this basis, undertakes to establish a sound and effective system of education, with due regard for Islamic culture and religion.

'The Administering Authority therefore undertakes to promote the educational advancement of the inhabitants, and to this end undertakes to establish as rapidly as possible a system of public education which shall include elementary, secondary, vocational (including institutions for the training of teachers) and technical schools, to provide free of charge at least elementary education, and to

facilitate higher and professional education and cultural advancement in every possible way.

'In particular, the Administering Authority shall take all appropriate steps: (a) to arrange that an adequate number of qualified students from among the indigenous population receives university or professional education outside the territory, so as to ensure that sufficient qualified personnel will be available when the territory becomes a sovereign independent State; (b) to combat illiteracy by all possible means; and (c) to ensure that instruction is given in schools and other educational institutions regarding the activities of the United Nations and its organs, the basic objectives of the International Trusteeship System and the Universal Declaration of Human Rights.'

ADMINISTRATION

The central government department responsible for education is the Bureau of Public Instruction, which has direct control of: (a) the central director of primary schools, on whom the 11 regional supervisors of education depend; (b) the inspector of secondary schools, in charge of Somali intermediate and vocational schools; (c) the principal of the school for political and administrative training; (d) the principal of the Mogadiscio Orphanage; (e) the principal of the Somali college in Mogadiscio; (f) the Central Council for Education, an advisory body with official and elected members (the latter including four Somali representatives) charged with the study of all questions of educational development.

Outside the capital, regional supervisors exercise control of the schools and are responsible for all educational matters in their areas. School committees have been set up in all centres of administration to watch over educational activities, to encourage welfare work in schools and to assist needy pupils.

With regard to private education, an agreement was concluded with the Apostolic Vicariate of Mogadiscio by which the primary schools established by Catholic missions have, since 1 July 1950, come under the control of the Administration, which bears their costs in respect of teachers' salaries, rent, equipment, etc.; they have thus virtually become State schools. Up to the present there are no recognized private schools, i.e. granting certificates which are recognized as having the same value as those of the public schools. The numerous Koranic schools provide essentially religious teaching. A few other private schools exist, set up mainly by political parties. They often receive State aid in the form of loans of supplies and equipment or of an Italian teacher's services for certain lessons.

Education is free in all Somali schools and in Italian primary schools. Secondary schools of the Italian type charge fees in accordance with the provisions in force in Italy.

Finance. For the financial year 1952-53, the education budget rose to some 7 million somalos; this included 1,650,000 for building and repairs; 3,650,000 for salaries; and 1,700,000 for operating costs, purchase of supplies, etc.

School buildings. Since 1950 the sum of 2,025,000 somalos has been allocated for the repair and building of schools. Work in progress at the moment is valued at 691,000 somalos.

ORGANIZATION

There are two separate educational systems in Somaliland—the Somali and the Italian type of education.

Somali Education

Primary education. Urban primary schools provide six classes (one optional preparatory class and five primary classes). An examination has to be passed for promotion from the third to the fourth class and there is a further examination for the primary school certificate at the end of the fifth class. The curriculum provides for the following subjects to be taught in all grades: the Moslem religion, Arabic, moral and civic instruction, Italian, hygiene, arithmetic, history, geography and physical training. Arabic is begun in the first class (teachers frequently having recourse to Somali as the language of instruction), and Italian is introduced in the second. During the fourth and fifth years boys take manual work and trades, and girls corresponding domestic subjects.

Starting with the school year 1953/54, a rural primary school will be set up, to provide two courses of three years each. The curriculum will have a practical bias, chiefly agricultural, which is to be developed to the full.

Secondary education. The intermediate school is co-educational; it gives a three-year lower secondary course with a curriculum including Arabic, Italian, Islamic religion and law, arithmetic and geometry, history and geography, hygiene, drawing, civics, gymnastics and games. Apart from day classes, this school also organizes evening courses for adults, with a somewhat lighter curriculum. The Administration's five-year plan of educational development provides for the opening of another intermediate school in 1954. An upper secondary school with a four-year course is opening in Mogadiscio in July 1953. The programme has been designed to allow students who complete the course to proceed to Italian universities.

A school of Islamic studies, opened in Mogadiscio in January 1953, is to have four classes in two streams (preparing judges and preachers respectively). The curriculum contains specialized subjects taught in Arabic and a number of complementary subjects taught in Italian.

Vocational education. The school of arts and trades (opened in Mogadiscio in 1950) is being converted (July 1953) into a vocational school of carpentry and mechanical trades; the three-year course comprises the necessary theoretical and practical training for producing skilled workers. The marine and fishery school (opened in Mogadiscio in September 1952) at present trains owners and skippers of coastal boats; both a day course (three years) for young men and an evening course (two years) for adults. The aeronautical school (1951) is designed to train Somali specialists in radio-telegraphy and radio repairs who may

be of use in other services as well, and a small number of technicians for the aviation service. The agricultural school at El Mugne (Merca), opened in 1952, is entirely free and accommodates 60 students who are recruited competitively; the course of three years leads to a diploma, and thereafter students may continue with specialist courses. A school for typewriting (1951) provides a course for beginners and another at an advanced level. Five schools for hospital assistants (one-year course) operate in Mogadiscio and other administrative centres. The elementary school of health (two years) is open to male and female nurses with two years of practical experience; the training includes theoretical courses and practical work. A midwifery school (two years), started in 1952, also gives both theoretical and practical training. Courses for laboratory assistants and social workers were also begun in Mogadiscio early in 1953.

When the five-year plan of educational development has been completed (by 1956-57), vocational education at a secondary level will be available in a trade school, a school of leather industries, and schools of home economics and health services.

Higher education. The school for political and administrative training (1950) offers a three-year course planned to train officials who will progressively replace Italian officials in the various administrative services. The programme deals principally with: public law, history of civilization, Islamic institutions, international law and the United Nations, elements of private law, economics, accountancy, geography, and the international status and organization of Somaliland. For the present no other higher institutions are being considered.

Teacher education. Of the Somali teachers now in service, 50 have obtained the diploma of assistant teacher by passing an intensive training course. A certain number of them successfully took a second course and have been sent to Italy to specialize. The Administration annually organizes a competitive examination to recruit teachers.

Until the 1952/53 school year, examinations were also held annually to recruit Somali pupil-teachers. Those passing were given a special course and a test which qualified for the post of assistant teacher. In July 1953 the Somali teacher-training school is to begin; the three-year course will recruit students who have completed the lower cycle of secondary education. In future, certificated primary school teachers will be graduates of this school or teachers who have specialized in Italy. Somali teachers already in service will have the opportunity of enrolling for the intensive courses that lead to the assistant teachers' diploma; at the end of a second course selected teachers will be sent to Italy to specialize.

Scholarships. So far, 19 Somali teachers who have completed the second training course have been sent on scholarships to Italy; the same procedure is to be followed annually. A number of pupils—19 to date—have also been chosen from the first secondary or final primary class; they are given scholarships which take them to Italy for a specially organized secondary course; they are lodged in a college at Rome, the Centre of Somali Studies, which was set up in 1952. The Egyptian Government has offered scholarships to 45 Somali students to pursue their secondary education in Egypt.

GLOSSARY

SCUOLE DI TIPO SOMALO (SOMALI SCHOOLS)

NOTE. Age of entry to various vocational schools may be higher than shown.

collegio professionale agrario: vocational training school of agriculture.

corso per assistenti sanitari sociali: vocational training school for social welfare workers.

corsi speciali elementari: literacy courses for adults.

corso per tecnici di laboratorio: vocational training school for laboratory technicians.

scuola dell'artigianato (meccanica e falegnameria): pre-vocational training school of carpentry and mechanical trades.

scuola di dattilografia: pre-vocational training school for typists.

scuola di discipline islamiche: specialized secondary schools of Islamic studies.

scuola elementare: primary school.

scuola per infermieri: vocational training school for nurses and medical assistants.

scuola per levatrici: {vocational training school of midwifery.

scuola magistrale (projected): teacher-training school.

scuola materna (di metodo Montessori): pre-primary school using Montessori methods.

scuola media inferiore: lower general secondary school.

scuola media superiore (projected): upper general secondary school.

scuola di preparazione politico-amministrativa: vocational training school preparing for careers in administration.

scuola professionale marittima e di pesca: vocational training school for seamen and fishermen.

scuola sanitaria inferiore: vocational training school for medical assistants and public health workers.

scuola per specialisti di aeronautica: vocational training school for aeronautical assistants (radio).

scuola primaria per adulti: primary school for adults.

SCUOLE DI TIPO ITALIANO (ITALIAN SCHOOLS)

ginnasio-liceo classico: upper general secondary school with course emphasizing classics and literature.

liceo scientifico: upper general secondary school with course emphasizing science subjects.

scuola elementare: primary school.

scuola materna (di metodo Montessori): pre-primary school using Montessori methods.

scuola media inferiore: lower general secondary school.

scuola professionale contabile e commerciale: lower vocational secondary school of commerce.

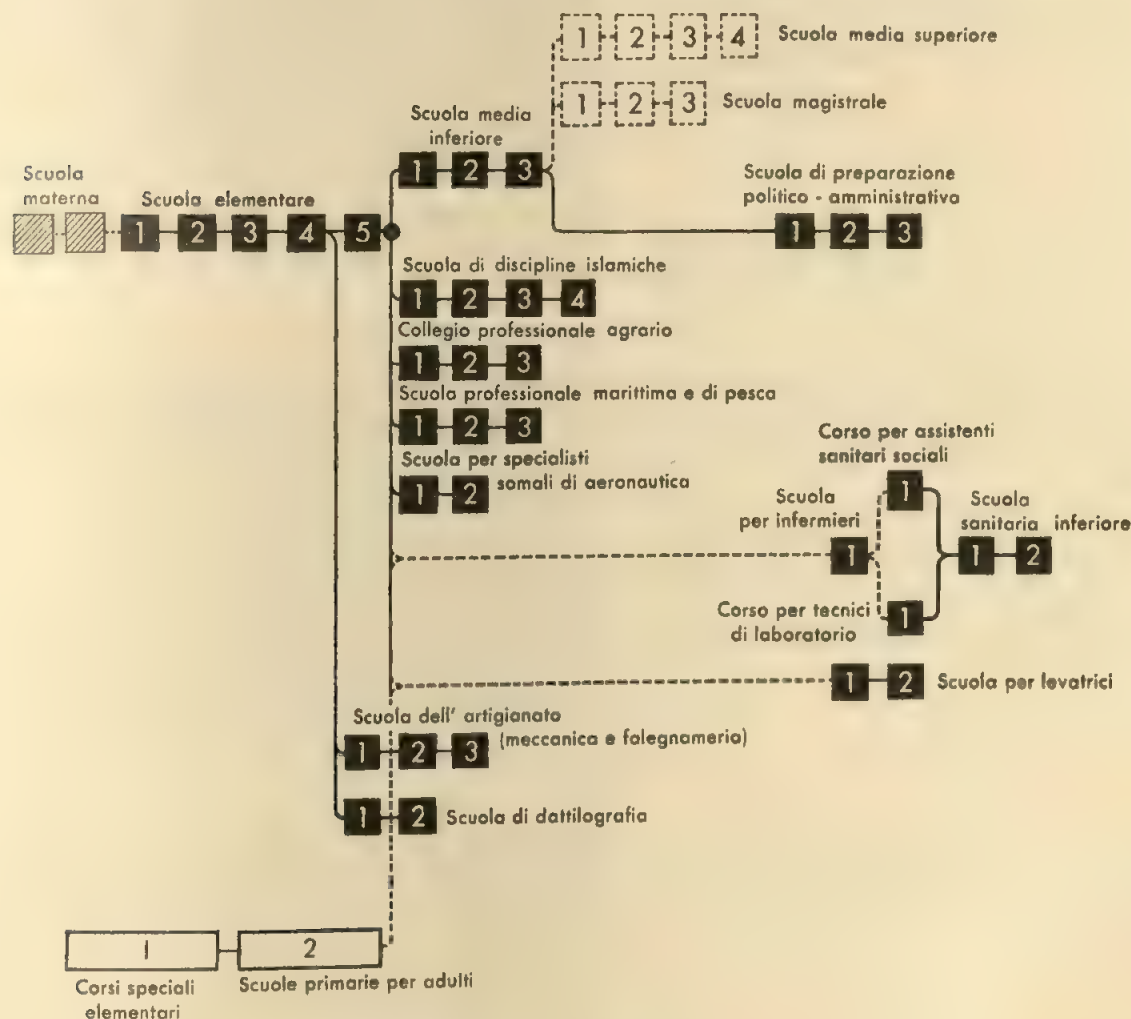
HIGHER EDUCATION

A. *Studi superiori e universitari*: higher education abroad.

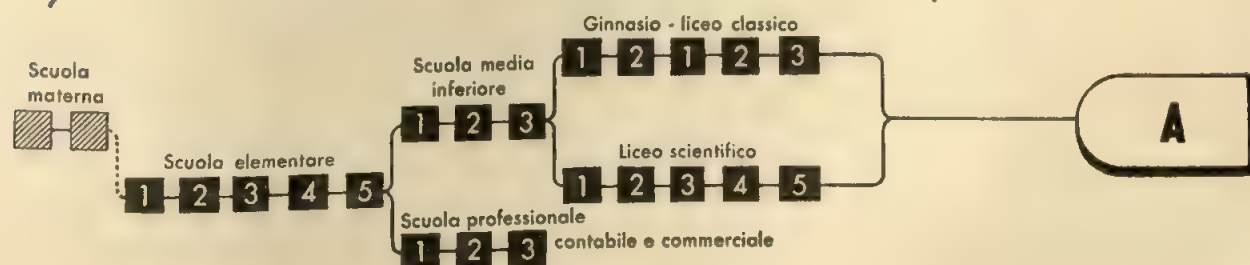
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SCUOLE DI TIPO SOMALO



SCUOLE DI TIPO ITALIANO



Italian Education

There are nursery and primary schools of the Italian type in Somaliland. The primary course lasts five years. There are five institutions for secondary education: a vocational school of commerce (three years), an intermediate school (three years), a higher secondary school and a classical *liceo* (each five years) and a scientific *liceo* (five years). All these establishments have exactly the same programmes and regulations as obtain in Italy. The schools are open to Somali pupils who are enrolled without any form of discrimination.

ADULT EDUCATION

Wherever a primary school exists, an evening school for adults has also been set up, with a three-year course. The number of adult students enrolled is almost equal to that of day pupils. The programmes are concerned largely with literacy teaching. The five-year plan of educational development provides for a steady increase in the number of these adult schools.

In many places reading centres have been established. Specially chosen teachers read aloud from simplified texts on social problems or from newspapers and journals, and in the discussion that follows the teacher acts as a guide.

A broadcasting service from a 350-watt station reaches all parts of the territory. Broadcasts are given in Somali and Italian, two hours each per day, and include talks of an educational nature. Receiving sets and loudspeakers are installed in public places.

Two documentary films have been made in Somali and an educational film is under way.

STATUS OF TEACHERS

The teaching staff in the schools of Somaliland consists of Italian primary and secondary school teachers, Arabic language teachers from various countries and Somali primary school teachers. Italian and foreign teachers in the primary schools are required to have a professional diploma or the certificate of lower secondary education or (for foreigners) an equivalent qualification. Somali teachers, as indicated above, are recruited competitively. Teachers in secondary schools have to possess a university degree.

The salaries of Italian staff members correspond to scales prevailing in Italy. For locally recruited staff, primary school teachers receive 980 somalos per month, and intermediate teachers 1,200 somalos per month. Arabic language teachers from abroad receive up to 1,600 somalos. Somali teachers graded as assistant teachers are paid from 275 to 470 somalos, with the possibility of increase when they become fully qualified.

TRENDS AND PROBLEMS

The completion of the five-year plan for educational development will by 1956-57 provide the territory with 140 primary schools (instead of the present 86) and 736 day and 560 evening classes. Vocational and secondary education will be similarly expanded.

One of the most serious educational problems is that of the medium of instruction. The mother tongue of most of the population is Somali, which is not yet a written language. No decisions have yet been taken on the choice of a particular dialect as national language, or on the fixing of an orthography. The issue is important for primary education, as at present both children and adults can learn to read and write only in Italian and Arabic.

Another urgent problem is the training of teachers, since a considerable number will be needed for the

1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN PUBLIC AND PRIVATE PRIMARY AND SECONDARY SCHOOLS, 1951/52

Level of education		Age									
		Below 6	6	7	8	9	10	11	12	13	14
Preparatory											
M.		66	5	—	—	—	—	—	—	—	—
F.		53	6	—	—	—	—	—	—	—	—
Primary											
M.		118	272	109	313	373	455	447	618	776	615
F.		19	87	115	108	89	106	81	62	37	33
Secondary											
M.		—	—	—	—	—	25	28	31	47	33
F.		—	—	—	—	—	23	32	18	25	28
Total by sex	M.	184	277	109	313	373	480	475	649	823	648
	F.	72	93	115	108	89	129	113	80	62	61
Total		256	370	224	421	462	609	588	729	885	709
Percentage by age		2.2	3.2	1.9	3.7	4.0	5.3	5.1	6.3	7.7	6.2

Source. Italia. Ministero degli Affari Esteri. *Rapport du Gouvernement italien à l'Assemblée générale des Nations Unies sur l'administration de tutelle de la Somalie* (1951). Roma, 1952.

Note. These data do not include pupils attending kindergartens and evening courses.

expanding primary schools, vocational schools and literacy campaigns.

The education of nomads also poses a problem. Although they make up the majority of the population, the existing schools only affect a small number of them.

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Age						Total by sex	Total by class	Median age	Percentage	Level of education	
15	16	17	18	19	20 and over						
—	—	—	—	—	—	71 59	130	.	1.1	Preparatory	
—	—	—	—	—	—					M.	
—	—	—	—	—	—					F.	
519	288	280	373	252	3 854	9 662	10 675	15.9	92.7	Primary	
25	14	18	10	11	198	1 013				M.	
										F.	
32	36	34	33	20	237	556	708	16.5	6.2	Secondary	
12	5	1	3	3	2	152				M.	
										F.	
551	324	314	406	272	4 091	10 289	.	.	.	Total by sex	
37	19	19	13	14	200	1 224	.	.	.		
588	343	333	419	286	4 291	.	11 513	.	.	Total	
5.1	3.0	2.9	3.6	2.5	37.3	.	.	.	.	Percentage by age	

2. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers	Students	
			Total	F.
Pre-school				
Infant schools	4		130	59
Primary				
<i>Primary schools, public</i>				
Day schools, Italian type	8		354	156
Day schools, Somali type	55	208	4 790	538
Evening schools for adults	43		5 451	262
<i>Primary schools, private</i>				
Hindu day school	1		130	39
Moslem day school	1		30	18
<i>Vocational school</i>				
Somali day school	1		53	—
Secondary				
<i>General</i>				
Intermediate schools, public Italian	...		202	94
Intermediate schools, public Somali	...		138	—
Intermediate schools, private Italian	...		30	4
Upper secondary schools, public	3		106	51
<i>Vocational</i>				
School for political and administrative training	1		64	—
School of bookkeeping	1	54	18	—
Aeronautical school	1		8	—
School for typewriting	1		71	3
Commercial school	1		28	—
<i>Teacher training</i>				
Pupil-teachers course	1		43	2
Intensive course for assistant teachers	1		28	3

Source. Italia. Ministero degli Affari Esteri. *Rapport du Gouvernement italien à l'Assemblée générale des Nations Unies sur l'administration de tutelle de la Somalie (1951)*. Roma, 1952.

Note. The table does not include Koranic schools, numbering about 500, with an estimated enrolment of 12,000.

3. PUBLIC EXPENDITURE ON EDUCATION, 1950/51
(in somalos)

Item	Amount
Total	2 963 033
Salaries	1 120 645
School buildings (construction and repair)	611 200
School buildings (maintenance)	* 250 000
School supplies	397 072
Running costs of schools	390 676
Other	193 440

Source. United Nations. Trusteeship Council. Visiting Mission to Trust Territories in East Africa, 1951. *Report on Somaliland under Italian administration*. (T/947). New York.

Note. Approximate rate of exchange in 1950: 1 somalo = 87 lire = 0.14 U.S. dollar.

Total population (1951 midyear estimate): 84,300,000.
 Total area: 369,000 square kilometres; 142,500 square miles.
 Population density: 228 per square kilometre; 590 per square mile.
 Population within compulsory school age limits (1951): 16,524,600.
 Total enrolment within compulsory school age limits (1951):
 16,465,342 (elementary, 11,410,891; lower secondary, 5,054,451).
 Enrolment of girls as percentage of total: 49 per cent within
 compulsory age limits (upper secondary, 39 per cent; higher,
 11 per cent).
 Pupil-teacher ratio (elementary): 35.

LEGAL BASIS

The post-war educational system of Japan has its legal sources in the Fundamental Law of Education and ensuing laws and regulations. But it is the Constitution of Japan that provides the basis of such enactments, both in its general spirit and in the specific provisions of articles which deal with equality under the law, the civil service, freedom of religion and of learning, the dignity of the individual and equality of the sexes. Article 26 treats directly of education: 'All persons shall have the right to receive an equal education corresponding to their ability, as provided by law. All persons with boys and girls under their protection shall be obliged to ensure that they receive ordinary education as provided for by law. Such compulsory education shall be free.'

The Constitution of Japan was promulgated in November 1946 and came into force in the following May. But prior to its enforcement, two laws regarding education were enacted, passed by the National Diet, sanctioned by the Emperor and put into force—the Fundamental Law of Education which is the basic law for education in general and the School Education Law which is the basic law for school education.

The Fundamental Law of Education contains 10 articles which may be briefly enumerated: 'aim of education' clarifies the philosophy that underlies the new education; 'educational principles' states the principles for attainment of this purpose; 'equal opportunity in education' implements the undertakings of the constitution; 'compulsory education' clarifies the provision of Article 26 of the constitution; 'co-education'; 'school education' provides for the organization of schools and status of teachers; 'social education' states the principles of social education; 'political education' points out the importance of political knowledge under democracy and its limits in schools; 'religious education' implements in the field of education the freedom of religion which is stipulated in Article 20 of the constitution; and 'educational administration' clarifies the essential function of educational administration and its limits.

In short, this law applies the fundamental spirit of the constitution to the field of education, and may well be

National income (1951 estimate): 4,564,387 million yen.
 Public expenditure on education (1951): 107,717,576,491 yen.
 Cost per pupil (1950): elementary schools, 6,290 yen; lower
 secondary schools, 11,312 yen; upper secondary schools, full-
 time, 14,482 yen, part-time, 10,943 yen.

Official exchange rate: 1 yen = 0.002778 U.S. dollar.

Prepared by the Ministry of Education, Tokyo, in March 1953.

called the Constitutional Law on Education, being the basic law from which later formulated education laws and regulations are derived.

While the School Education Law has been revised six times since enactment, its basic aim remains—to bring about fundamental reform to the school system and to organize legally the new educational structure of 6-3-3-4 years of elementary, lower secondary, upper secondary and university stages. The main points may be listed as follows:

1. Equal opportunity of education. Under the old system, there were two distinct channels for children after the six-year elementary school: one, the higher elementary course followed by youth schools, and the other, the secondary schools, followed by higher schools or technical colleges. About 75 per cent of elementary school leavers followed the former course, and were given little opportunity for higher education, whatever their abilities. The School Education Law has simplified the educational system and created a pattern which gives equal opportunity of education to all according to their abilities.
2. Extension and improvement of compulsory education and abolition of sex inequalities. The former six-year compulsory course is extended to nine years and applies to boys and girls and also to handicapped children.
3. Simplification of educational system. In place of the complex pattern of different types of school, there is now a single-ladder system of elementary, lower and upper secondary schools and university covering six, three, three, and four years respectively.
4. Development of science and culture. Graduates of a new-system university receive one year less of education than those from the old-system universities. However, efforts are made to maintain and improve the standard of science and culture by increasing the university enrolment and the number of universities and by creating postgraduate courses.

Apart from these points, the aim of the School Education Act is the pursuit of truth and full development of personality, completely eradicating the ultra-nationalistic colouring which existed in the former system. Appropriate education in accordance with the mental and physical development of children and youth is the basic principle, and in order to remedy the defects of unified formalism,

supervision of upper and lower secondary schools, elementary schools, kindergartens, and similar schools for the blind, deaf, etc., is entrusted to prefectural authorities in touch with the local realities. Furthermore, to ensure an equal opportunity of education, night courses in upper secondary schools and universities are legally recognized, correspondence education systematized, and part-time upper secondary schools recognized.

In regard to education in private schools, there is a law called the Private School Law, aiming at the promotion of private schools with administrative consideration for their special position in education.

Social education, the essential counterpart to schooling, is regulated by the Social Education Law. It clarifies the functions of the State and local public bodies in regard to social education; provides for the relationship between various social education organizations and the State and local public bodies; fixes provisions for the Social Education Committees; provides for financial assistance to the citizens' public halls; clarifies the public nature of national and public school facilities and provides for methods by which these facilities can be thoroughly utilized for social education as long as school education is not obstructed; and admits the importance of education in the field of social education by instituting a form of ministerial authorization for such courses. The Library Law and the Museum Law both provide for financial assistance to these institutions.

In the field of educational administration, central and local powers are respectively defined in the Ministry of Education Establishment Law and the Board of Education Law. The latter has radically decentralized the system of administration. Boards of education were first established in prefectures, five major cities and several other municipalities, townships and villages, but in November 1952 a board of education was established in every city, town and village throughout the country.

Fair and appropriate appointment of school principals and teachers and the stabilization of their status are essential to the promotion of education. In this regard the Law on Special Regulations for Educational Public Service Personnel provides for the appointment, promotion, in-service training, etc., of the educational members of the public service, as distinct from the public service in general; and for university teaching staffs there are provisions based on the principle of university autonomy. Furthermore, teachers are required to have certificates as provided for in the Educational Personnel Certification Law. All heads and teachers of national, public and private schools from kindergartens up to upper secondary schools, as well as superintendents of education and teacher-consultants of boards of education, come under this law.

The above laws were originally drafted and presented to the Diet by the government. Some, however, were introduced by Diet members. The Law for Promotion of Industrial Education is an example. This aims at improving the equipment and facilities for industrial education in universities and secondary schools, training of teachers for industrial education, and government financial assistance for this purpose.

Basic laws in regard to education have been outlined above, but besides these there are many Cabinet Orders, administrative regulations, such as the Ministry of Edu-

cation Ordinances, which have been established by the Minister of Education, by-laws of local public bodies and regulations of boards of education, etc., for the actual execution of provisions of the laws; these laws and regulations together constitute the educational legislation of our country.

ADMINISTRATION

The agencies in charge of educational administration are the Ministry of Education at the national level, prefectural boards of education and governors at the prefectural level, and local boards of education as well as heads of cities, towns and villages at the local level. In addition, the Ministry of Education has a Cultural Properties Protection Commission as an external organ.

Ministry of Education

The Ministry of Education is the central agency ultimately responsible for the administration of education, science and culture. Its activities cover: elementary and secondary education; higher education; social education; science and culture; administrative affairs of the government regarding religions.

The functions of the Ministry may be summarized as:

1. Planning and improving the school system.
2. Planning and improving the system of educational administration at the prefectural and local levels, as well as maintaining relations with these authorities.
3. Giving advice to prefectural and local agencies of educational administration with regard to projects they undertake in the fields of school education, social education, science and culture, and supervising them as provided by law.
4. Operating and administering universities and other institutions for research, physical education, etc., maintained by the government.
5. Promoting youth education, audio-visual education, etc., and providing counsel and aid for physical education activities.
6. Encouraging projects in the field of science and culture and promoting literature and the arts within the country.
7. Co-ordinating international activities within the country in the fields of education, science, culture and religion, as well as maintaining contact with international organizations and agencies of other countries concerning such activities.
8. Preparing drafts of laws related to the affairs listed above.
9. Preparing and distributing statistical and other data regarding education, science, culture and religion.

Other Agencies

The Cultural Properties Protection Commission administers tangible and intangible cultural assets (buildings, works of art, drama and music) as well as historic sites, places of scenic beauty and natural monuments.

In the prefectures and in the units of local government—cities, towns and villages—the public bodies maintain

and operate schools, libraries, citizens' public halls, museums, physical education centres, and undertake various projects in the sphere of social education, science and culture for their respective areas. At each level, prefectural and local, a board of education is set up by statute. The board administers local funds for education, and is responsible for the establishment and maintenance of schools, for curricula, textbooks and methods and for the appointment of teaching staff. Social education and certain international aspects of education, such as Unesco activities, also fall within the province of the boards. The prefectural boards, in the interests of standards, have exclusive responsibility for the certification of teachers and principals and the approval of textbooks. They also have advisory functions in relation to local boards.

Prefectural governors and heads of cities, towns and villages have handed over the administration of educational affairs to these boards. They remain responsible as before for universities and junior colleges established and maintained by prefectures, cities, towns or villages. Prefectural governors also take charge of certain affairs regarding private schools and schools run by religious leaders or 'juridical persons'.

Relationship between the Minister of Education and Boards of Education

The Minister of Education is empowered to give necessary advice to the boards of education regarding their operation and the discharge of their functions, but is not entitled to supervise or instruct them in all of those functions. Generally speaking, he can exercise the right of supervision over the boards of education only in those functions specifically delegated to them by the national government. In this case he may supervise local boards of education either directly or through prefectural boards of education. With regard to matters other than those delegated to the boards of education by the national government, the Minister of Education can only secure co-ordination by drafting and enacting the necessary laws and regulations, presenting standards based upon such laws and regulations and giving counsel, except for the cases where he is specifically given by law the right of supervision.

The relation between the prefectural boards of education and the local boards is, on the whole, similar to that between the Minister of Education and the prefectural boards.

School Buildings and Facilities

National schools. During the war 27 per cent of the total area of national school buildings was damaged, and only 58 per cent of the damaged area will have been repaired by the end of the 1952 fiscal year (i.e. the end of March 1953.) Most of the national universities are those organized by amalgamation of several of such old-system institutions as government universities, higher schools, colleges (*semmon-gakko*), normal schools, etc. This process has created fresh problems of building and equipment, particularly in regard to teacher-training and medical institutions. With the reform of the school system in 1948, the old-system normal schools at the secondary level became teacher-training universities. Existing facilities are quite inadequate for

universities, a matter of serious concern in view of the big problem of improving the standards of our teachers. The medical colleges established during the war are situated in localities where cultural standards are comparatively low, and their improvement is necessary for the sake of the people's health. Many of the buildings, however, have been converted from former elementary schools or army barracks, and there is urgent need for improving buildings and other facilities. Owing to material shortages and the lack of funds during and after the war, reconstruction of superannuated buildings has been delayed in many national schools. There is a considerable area of wooden school buildings which are more than 50 years old, and which on grounds of safety must be reconstructed as soon as possible. As a means of solving all these problems the Ministry of Education has made a general plan for new construction and reconstruction, beginning in 1953.

Public schools. Under the new system, the lower secondary school has been added to our compulsory education, and construction is being planned accordingly. After careful study of all the factors, the Ministry of Education has set a standard for wooden school buildings as a model for efficient, durable and inexpensive school building. To illustrate and popularize these standards, the Ministry has designated model schools in various parts of the country and is giving counsel in the work of construction. A similar effort is being made with ferro-concrete buildings.

Most of the elementary school buildings are being improved to meet the requirements of the new education. There is, however, a further need for new buildings as a result of war damage, sudden increase in population, or old and dilapidated buildings, and construction plans are being made for buildings that will suit the new education programme.

With the gradual separation of the schools for the deaf and blind, and the expansion of schools for the handicapped, there has been a great change in the methods of special education and in the objects of vocational education. Thus, plans are on foot for buildings which have a bright atmosphere entirely different from the former buildings. As the nine years of elementary and lower secondary education are compulsory, the construction plans are based on those of the regular elementary and secondary schools with added consideration for special education.

Most of the upper secondary school buildings are the former middle school (*chû-gakko*), girls' high school (*kôto-jogakko*), and vocational school buildings, but are being improved in order to respond to the reform of curricula, the expansion of co-education, the promotion of industrial education, and the establishment of the part-time system.

Now that the kindergarten has been established as a part of the regular school system and the outlines of kindergarten education have been revised, construction is being planned accordingly. The rooms are as open to the air as possible, giving space and freedom to the children, and are so arranged that the children have easy access to out-of-doors. Playground facilities are also emphasized in the construction plans.

FINANCE

National Schools

According to the National School Establishment Law, 72 universities, 8 upper secondary schools, and junior colleges and other educational institutions co-located with or attached to universities are established as national schools. The funds for operating them are included in the general budget as managing expenses for national schools under the jurisdiction of the Ministry of Education, and the total expenses for personnel and supplies are paid by the treasury. The 1952 budget amounted to 15,277,686,000 yen. Entrance and tuition fees are collected from students to cover part of the above expenditure, but the fees are low when compared with those of private schools, and the total revenue of the treasury from these sources is only about 800 million yen.

Public Schools

The School Education Law stipulates in Article 5 that 'Persons establishing schools shall manage the schools and defray their expenses except in cases specifically stipulated by laws or ordinances'. The expenses of public schools, therefore, are in principle to be defrayed by the local public bodies who establish them. More specifically, cities, towns and villages are obliged to establish elementary schools and lower secondary schools in accordance with the provisions of the School Education Law. Some of the wealthier communities have kindergartens and upper secondary schools besides these, and some of the larger cities have schools for the blind and for the deaf, and even universities. Prefectures are obliged to set up special schools for the handicapped but they have upper secondary schools in addition, and certain prefectures run universities. Usually cities, towns and villages establish schools independently, but in exceptional cases, two or more organize a school union and jointly found a school, sharing the expenses.

In certain respects the communities receive financial aid for education. The prefectures meet the cost of staff salaries in elementary, lower secondary and special schools maintained by local boards. The State also defrays expenses of prefectural, city, town or village schools, either in accordance with the Local Finance Law or by subsidy to encourage particular aspects of education. Of the salaries of the teaching and clerical staffs of city, town and village elementary and lower secondary schools, which are establishments of compulsory education, the State now defrays 50 per cent; the Japanese Government is preparing a bill whereby the government will defray 100 per cent of these expenses. The government also bears part of the cost of teaching materials and equipment in these schools. The 1953 national budget estimate for this item is 1.9 billion yen. To develop industrial education in lower and upper secondary schools, the State pays part of the cost of buildings and equipment. The 1953 national budget estimate for this item is 900 million yen. For the construction of buildings at the compulsory education level, the State advances half the cost.

Such, in outline, is how the State and local public bodies are defraying expenses of public schools, but we should not

belittle the fact that, owing to insufficient public financing consequent upon post-war economic difficulties a part of the expenses of school management, which ought to be defrayed entirely by the treasury, is being borne by the parents of pupils, and a paramount question of public school finance is how to relieve the parents of this burden.

Private Schools

After World War II, the financing of Japanese private schools became extremely difficult, and both their income and their expenditure are most unstable. The problem of rehabilitating the schools at a time of rising costs has become so serious that the government has had to take action. A special legal entity named the Association for Promotion of Private Schools was established by law in March 1952 as a permanent organ to give financial support to private schools by lending them the money required for their management. The capital of this association (which is disbursed by the government) is 2,149 million yen, but of this sum 1,759 million yen is invested in the form of credits for capital loans which are to be paid back in 30 years or more starting from the end of 1952. Accordingly only 390 million yen is available in cash, which is far from being enough to achieve the Association's purpose.

ORGANIZATION

Schools include the kindergarten, the elementary school, the lower secondary school, the upper secondary school and the university. Beside these, there are the school for the blind, the school for the deaf and the school for the handicapped, each of which is divided into an elementary section, a lower secondary section and an upper secondary section. Attendance at the elementary and lower secondary schools is compulsory. The age range of the elementary school is between 6 and 12 and that of the lower secondary school between 12 and 15. Various forms of vocational education are given at upper secondary schools and universities but there is no separate vocational school for this purpose. For higher education, there are two types, two-year or three-year junior colleges and four-year universities. Universities for medical science admit students upon completion of two years at other universities and offer four years' education. Above the university level, are graduate schools which give courses for two years or more up to five years.

Entrance to the elementary and the lower secondary schools is assured by the school district system. For entrance to the upper from the lower secondary school, there is a competitive selection made on the basis of reports from the elementary school and a simple achievement test given locally in each prefecture. For entrance to the university, applicants must take an aptitude test common throughout the country and an achievement examination set by each university.

In addition to these schools, there are, outside the regular school system, special types of schools called miscellaneous schools (*Kakushu-gakko*), which give simple vocational education.

Pre-school Education

The kindergarten is the educational institution for the pre-school child, recognized by the School Education Law. Children from 3 years till the time of entering the elementary school are eligible for admission.

The curriculum, which is arranged by each kindergarten, is based on an outline compiled by the Ministry of Education. The main contents are health, 'social studies', language, music and rhythm, drawing, and nature. Children attend for four hours a day, with a school year of 200 days or more.

Primary Education

The child enters the elementary school at the age of 6, and finishes its course in six years.

As a rule, the elementary school staff consists of a principal, teachers and nurse-teachers. One teacher takes charge of one class. Each class consists of 50 pupils or fewer of the same school age and of both sexes.

The purpose of elementary education is to give the child the opportunity to begin acquiring the basic elements which are considered necessary for the ordinary adult in society—that is, knowledge, understanding, attitudes, habits, skills and appreciation.

The curriculum consists of the following eight subjects:

Japanese, arithmetic, science, music, drawing and handicraft, home-making, and physical education, and certain extra-curricular activities. Each school plans its own curriculum with due consideration for community life and the child's place in it. In order to help this work, the government has compiled 'courses of study' as a model, grouping the subjects into four areas according to the purpose served. The percentage of time thought most appropriate for these four areas is as follows:

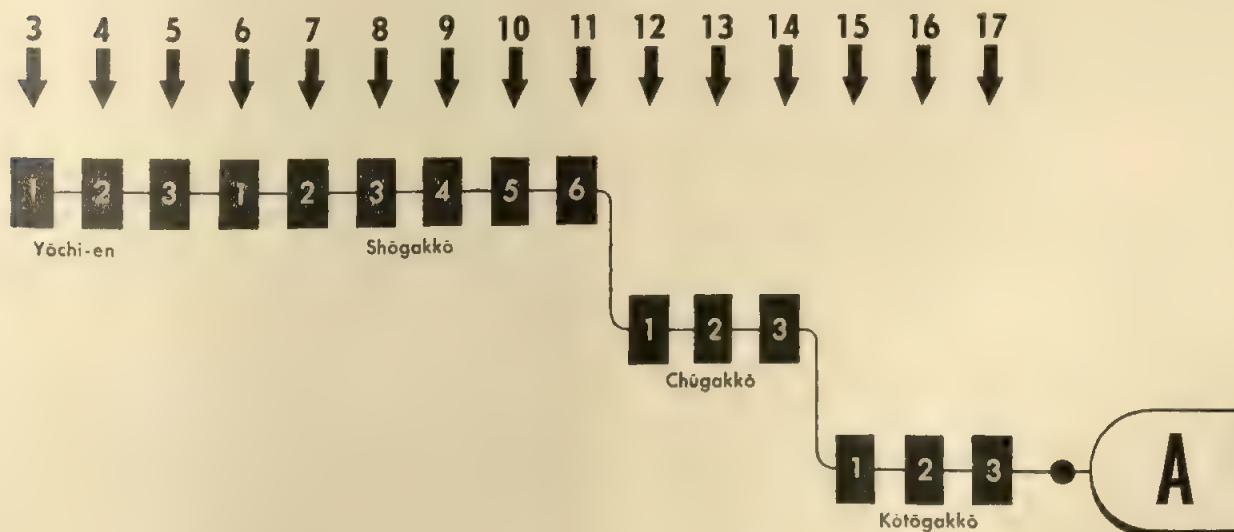
Subject	Grade		
	1,2	3,4	5,6
	%	%	%
National language, arithmetic	45-40	45-40	40-35
Social studies, science	20-30	25-35	25-35
Music, drawing and handicraft	20-15	20-15	25-20
Home-making	—	—	
Physical education	15	10	10

Secondary Education

Secondary education is given in lower secondary schools and upper secondary schools.

The lower secondary school has a single curriculum and is co-educational, except in private religious schools. The

DIAGRAM



GLOSSARY

chūgakkō: lower general secondary school completing period of compulsory education.

kōtōgakkō: upper secondary school with

both general and vocational curriculum.

shōgakkō: primary school.

yōchi-en: pre-primary school.

HIGHER EDUCATION

A. *Daigaku*: university and other institutions of higher education.

required subjects are Japanese, social studies, mathematics, science, music, drawing and handicraft, health and physical education, vocational education and home-making; in addition, foreign languages (English in almost all the schools) and further vocational and home-making subjects are offered optionally.

The upper secondary school is the only type of educational institution that follows the lower secondary school. It aims at furthering the objectives of education in the elementary and lower secondary schools, and also at developing general culture and the vocational abilities required of a member of society.

The upper secondary school also has a single curriculum consisting of such compulsory subjects as Japanese, social studies, mathematics, science, and health and physical education, which amount to about 40 per cent of the total timetable. The remaining hours are for optional subjects which afford the pupils opportunities to satisfy their diverse needs. These subjects include an agricultural course, an industrial course, a commercial course, the home-making course, besides a general course. No distinction of sex is made in the pursuit of compulsory subjects. About 60 per cent of all upper secondary schools are co-educational. About 30 per cent of all the upper secondary schools offer both general and vocational courses. Some schools offer a part-time course for young workers, with the same curricular content and graduation qualifications as the full-time course, but the length of the course is four years or more. Through the correspondence course, opportunities to study the subjects taught in the upper secondary school are open to other than regular pupils, but non-regulars are not entitled to graduation qualifications.

Both in lower and upper secondary schools, promotion is supervised by the teacher, who keeps a record of the progress and gradings of each pupil.

Entrance to the upper from the lower secondary school is decided on the results of achievement tests and the pupil's school record. Pupils who continue their studies in college or university are selected by achievement and aptitude tests. Both in upper and lower secondary schools, pupil guidance is the responsibility of classroom teachers, who take charge of 40 to 50 pupils. There is a movement in favour of having a full-time pupil guidance teacher, but the practice is not yet widespread.

Vocational Education

Elementary level. There is a provision in the School Education Law on the aim of elementary education 'to cultivate basic understanding and skills regarding food, clothing, housing, industries, etc., needed in everyday life', and although there is no one vocational subject, this basic knowledge is given in such subjects as social studies, science, and drawing and handicraft. In the fifth and sixth classes the home-making course may be established.

Lower secondary level. According to the School Education Law, the aims of secondary education include the cultivation of 'basic knowledge and vocational skills necessary in society, an attitude of respect for labour, and the ability to select one's own future career'. A subject named vocation and home-making has been established for this

purpose, occupying 105 to 140 class hours (three to four hours weekly) in every class, with the opportunity of a like number of additional hours in optional subjects. Moreover, although vocational guidance is not a subject, it is a very important part of the educational programme in both lower and upper secondary schools and, in association with other subjects, is systematically given to help the pupil who wishes to continue his studies or find employment.

Upper secondary level. Here the curriculum is divided into two courses, general and vocational. The vocational course is further subdivided into such courses as agriculture, industry, commerce, fisheries, home-making and domestic arts, etc., each requiring 30 credits or more in subjects relating to vocation. Even in the general course, the pupil may select vocational subjects according to his needs.

Further stimulus is given to vocational education by the Industrial Education Promotion Law, promulgated in June 1951. The Central Industrial Education Council was established as a consultative body to the government, and in prefectures Local Industrial Education Councils conduct research, deliberate on industrial education and lay down policy in important matters in the field. For this purpose a subsidy of about 900 million yen is to be provided from the National Treasury in 1953.

College and university level. In most of the universities and colleges all over the country, such professional faculties or departments as agriculture, engineering, commerce, fisheries, domestic science, veterinary science, pharmacology, medicine, dentistry, have been established and train leaders and specialists in these fields. In the old-system university and the old-system college (*seimon-gakko*), education was highly specialized, while the new-system college or university puts great weight on general subjects, in order to train students to be not only specialists but all-round, cultured members of society. Although the history of the new-system college or university is still very young there are already complaints that it provides insufficient knowledge and technique of specialized fields and that the characteristics of each college or university are being lost. However that may be, there is need for further study of the curriculum (the relation between general and specialized education), teaching methods, improvement of facilities and equipment for practical work, and contacts with industrial circles.

The junior college, which is in close touch with the community, was established for the first time in 1950 for the training of semi-professional workers, centring on vocational education in agriculture, engineering, commerce, domestic science, etc. There are two-year and three-year courses, the former being more general. At first the number of the required credits was about half of that of the four-year college or university, but as this was insufficient for a complete vocational education, the standard was changed in autumn 1952 to 12 credits in general education, 24 credits in specialized subjects, with the remaining 24 credits mostly in specialized vocational education, thus strengthening vocational education. It is to be noted that junior colleges which offer courses in the evening are playing an important role in providing study facilities for young workers.

Higher Education

The aim of the Japanese college or university is to teach higher learning and technical arts, develop the intellectual, moral and practical abilities, as well as to give a broad general culture. To achieve this aim, the college or university faculty comprises a four-year integrated curriculum of both general and specialized training, open only to those who have completed 12 years of regular schooling. The *gakushi* (bachelor's) degree is conferred on graduates of the university who have taken 124 or more credits during the four years, including 36 in general education and 4 in physical education. The student of medicine and dentistry, must take the required credits in general education in two years in another faculty before entering either the medical or dental faculty, where he takes a four-year course in his special field.

Besides the four-year college or university, there are junior colleges with two- or three-year courses for practical vocational education; and for scientific research by college or university graduates there is the graduate school, offering courses for the master's and doctor's degree.

Teacher Education

In 1949 the former institutions for teacher training such as normal schools, youth normal schools, and higher normal schools were abolished and replaced by colleges and universities.

General universities are training teachers rather as by-products, offering, when students desire it, a small number of courses such as professional courses in education and practice teaching which are among the minimum courses required by the Educational Personnel Certification Law but are not compulsory for ordinary students. Of these prospective teachers, the greatest number wish to be teachers in upper secondary schools, but not a few become lower secondary teachers.

For the elementary and lower secondary schools the government is carrying out a planned training of teachers on the basis of local supply and demand, establishing at least one teacher-training college or university faculty in each prefecture. Almost all of the kindergarten and elementary school teachers, who teach all subjects, and teachers of music, drawing and handicraft, and physical education in lower secondary schools are trained in these institutions. The curriculum of a lower secondary school is so organized as to enable a teacher to teach two subjects.

It is of course desirable that every teacher should be a graduate of the four-year course of a college or university. However, as emergency-certificated teachers comprise 21 per cent of all teachers at the present time, and also for financial reasons, a two-year training course co-exists. In some localities emergency-certificated teachers number more than 30 per cent of the total teaching staff, and some prefectures are offering temporary training courses of one year to cope with this situation.

Principals, teacher-consultants and superintendents get their certificates after obtaining the required credits at graduate schools, on the basis of a four-year college or university course and several years of educational experience.

For graduates of former teacher-training institutions and other schools who are now in service, colleges and universities offer extension and correspondence courses, while prefectural boards of education conduct in-service training courses with the approval and assistance of the colleges and universities. The government defrays part of the expenses.

Special Education

The schools for the blind, the deaf, and the handicapped aim at giving education similar to that of elementary, lower and upper secondary schools, and in addition giving the knowledge and skills necessary to overcome these handicaps. Schools for the blind and the deaf became compulsory in 1923, and in 1948 the obligation of attending school was imposed on blind and deaf children who are at the elementary first grade age level. In 1953, this compulsion is to be extended to the entire elementary level, and in 1956, to the entire lower secondary level. The ratio of attendance is gradually improving but is not yet satisfactory. The compulsory system is not applied to schools for the handicapped, of which there are only a few.

Besides these schools, ordinary elementary, upper and lower secondary schools can establish special classes for mentally or physically weak children and there are at present approximately 840 such classes.

The curriculum of schools for the blind and deaf follows that of ordinary schools, but special consideration is given to the pupils' physical defects; handicraft, but not drawing, is taught in the school for the blind, and in the school for the deaf music is taught as rhythm. These schools also offer such vocational courses as massage and acupuncture, as well as music, in the school for the blind, and hairdressing, fine arts, industrial arts, printing, etc., in the school for the deaf.

ADULT EDUCATION

As education is compulsory (six years in and before 1946 and nine years in and after 1947) throughout Japan, adult education (called 'social education' in this country) is based on, and aims at enriching and developing, the result of this compulsory education. This is probably the most characteristic feature of our adult education when compared with that of other countries. Its goal is to give a keen awareness to every citizen of the new political system of a democratic country and to learn skills necessary to a democratic life.

Adult or social education of this kind should be carried out on the initiative of the people themselves, and the constitution and educational laws and ordinances make this clear. Administrative organs and public service personnel should not interfere unnecessarily with adult education, but should give guidance, advice and assistance where needed, and should foster the necessary conditions for the promotion of adult education. To achieve this, there is a Social Education Bureau in the Ministry of Education, and the requisite officials and specialized sections are provided on the boards of education of local public bodies.

The main forms of adult education are:

1. That conducted through organizations, clubs and groups. Adolescents and adults of both sexes who have similar hobbies and interests, organized in groups, carry on educational activities among themselves. Aside from such organizations, there are PTAs (Parents' and Teachers' Associations) in 91 per cent of the schools in Japan, their membership totalling 15 million. In 1952 a National Council of Parents and Teachers was organized.

All over the country there are women's associations organized by married women, and youth organizations formed by young men and women who have completed their compulsory education. The youth organizations are active on a nation-wide scale.

2. That conducted through social education agencies. There are such social education facilities as citizens' public halls, libraries and museums. In local communities citizens' public halls form the cultural centre; about 70 per cent of cities, towns and villages throughout the country have these public halls; they offer lecture courses, concerts, film shows, reading facilities and other recreational activities, and are used by a great number of people.

Since the Library Law was enacted in 1950, the contents and work of libraries have increased. The number of public or private libraries of what can be called modern standard now amounts to 944. The Museum Law was enacted in 1951, when existing museums were reorganized or amalgamated. The reorganized museums now amount to 106, and are beginning to function in their new status.

3. That conducted through school extension. Private and public universities and upper secondary schools throughout the country have adult schools, summer schools, science courses, cultural courses and special lecture courses, thus contributing to the promotion of general culture, the diffusion of scientific knowledge and the acquisition of special skills among adults in general. Some 2 million people attend extension courses.

Correspondence courses from lower secondary up to university level are accessible to working people and about 450,000 people take them.

In cities, towns and villages all over the country, youth classes are held for young workers in lower and upper secondary schools and citizens' public halls. About 1 million young men and women take advantage of these classes.

STATUS OF TEACHERS

Conditions differ between the national and public schools, where teachers are public service personnel, and the private schools, and only the former category is dealt with here.

Employment. Teachers are appointed and promoted on the basis of selection, without the competitive examination which is required in other branches of the public service. University faculty members are selected (according to Article 4, Law for Special Regulations concerning Educational Public Service) by the governing body of each university (at present by the president, following the decision of the faculty meeting), and in schools other than universities

the selection for new appointments is made from among persons whose names are listed in the Appointment Applicant List, and, for promotion, on the basis of the service record. The Appointment Applicant List is prepared by the Minister of Education for teachers of national schools, and for those of public schools by each prefectural board of education. Certain qualifications are required of teachers. In the case of the university teacher the standard is not yet clearly defined. The University Chartering Council of the Ministry of Education, however, examines the candidate's qualifications on the basis of his 'character, educational background, professional experience, works, theses, activities in academic societies and society'. The teacher in a school other than a university must possess a certificate for his type of work issued under the provisions of the Law for Certification of Educational Personnel.

In view of the importance of teachers' duties, the regulations for their disqualification are stricter than those for the public service in general.

Salaries. The following is an outline of the method by which the salaries of teachers working in national schools are determined. (Public schools have about the same standards as national schools. The standards of private schools vary.)

The salary of a newly appointed teacher is based on the following four points: type of school; nature of post; educational background and certificates; years of experience. Based upon these points, the profession is divided into 15 grades, and the teacher's starting salary is fixed. Thereafter he or she may receive increments at six-monthly or annual intervals, the record of work being taken into consideration.

Retirement. Pensions are granted only to retired regular teachers. The annual pension for those who have been in service for 17 or more years is calculated as a percentage of the basic salary at the time of retirement—33.3 per cent for 17 years of service, rising to 48.6 per cent for 40 years of service. For those who have been in service for 3 to 17 years a lump sum is granted corresponding to the monthly salary multiplied by the number of years of service.

Pensions for teachers of national schools are paid by the national treasury, and those for teachers in public schools are paid by each prefecture. Individual teachers contribute 2 per cent of their salaries to the national or the prefectural treasury.

SCHOOL WELFARE SERVICES

Meals. Several years have passed since the school lunch programme was first introduced into our school system. Since World War II, the lunch programme has been treated as part of the curriculum, and the policy of the Ministry of Education is to maintain an all-round school lunch programme for all children and to promote a better knowledge of food in the home and community. For this purpose, the school lunch, consisting of an average of 600 calories and 25 grams of protein per child, is served to children in elementary schools, and in schools for the deaf,

blind and otherwise handicapped. The cost of the school lunch programme is, in principle, borne by parents, but the national treasury makes a subsidy of 2,500 million yen for materials, and of 1,400 million yen for children of impoverished families, while prefectures, cities, towns and villages pay about 1,800 million yen to improve the service.

Health services. Universities have clinics or medical offices for students. Medical facilities, however, in many of the universities are insufficient. Special consideration is given in Japanese universities to measures for the preventing and treatment of tuberculosis. Last year, X-ray equipment for tuberculosis diagnosis was installed in every national university not already provided with such equipment.

Physical training. Physical education is a part of the curriculum at all levels of schools and, especially in recent years, has played an important role among extra-curricular activities. Games and tournaments are held not only within each school and university, but among schools (on the upper secondary level) and universities, and on a regional or national basis.

Clubs. In the lower and upper secondary schools, the students have a self-governing organization which has under it clubs of various kinds. The purpose of these club activities is to develop the interests of students and give them social and civic training. There are athletic clubs, art clubs, language, literary, publishing, home-making, science clubs, etc. In general, these clubs function within their own schools but there are also such clubs as the Junior Red Cross and the 4-H Clubs which operate on a nationwide scale.

The post-war club activities of university students have been sound on the whole, but certain club activities took on a strongly political character and tended to lose sight of the true meaning of independent student activities. The situation is improving, and both cultural and social clubs are very active. However, as the economic conditions of students are bad the government or university needs urgently to give financial support to these activities; the students can do little for themselves.

TRENDS

A main trend recently seen in educational circles is towards strong criticism and reconsideration of educational policy during the occupation period. This tendency has spread among the general public with the conclusion of the peace treaty.

For instance, in discussions on educational problems the tendency now is, as though a matter of course, to regard the educational policy of the occupation period as one forced on us by the occupation forces and to try to change it regardless of its benefits. There is also a tendency to be highly prejudiced against the new educational system by a nostalgic longing for the past.

One of the most obvious of such trends is the criticism of social studies in connexion with the promotion of moral education. The most epoch-making change in the curriculum of the new education is the creation of 'social studies'

which is a fusion of the former ethics, civics, geography and history in one subject. It is widely held that social studies fail in the systematic teaching of ethics, geography, history, etc., and that these subjects should be taught separately. On the other hand, the advocates of the new system of education strongly refute this argument.

The former Minister of Education, Dr. Teiyu Amano, attempted to establish 'ethics' in the curriculum for promoting moral education and to promulgate the principles of ethics as a basis for moral education, but was balked by the strong opposition of new educationists and of those who objected to control by the Ministry of Education. However, a tendency is prevailing among adults brought up under the old system to desire to have ethics a separate subject from social studies, and in the general election in October 1952, the Liberal Party, the most influential of the political parties, had, as its slogan in educational policy, the reorganization of teaching ethics, geography, history, and the national language. After the general election, the new government adopted as its main policy the promotion of moral sense. Yet progressive educators and the intelligentsia are both critical and sceptical about the argument for the promotion of moral education, and the Ministry of Education, viewing this problem very seriously, is consulting the Curriculum Council.

Another strong current of criticism against the new education is found in industrial circles. Here it is strongly felt that education under the occupation put too much emphasis on general culture and was not positive enough in the field of industrial education. This was, more or less, inevitable as the training of teachers and the replenishing of facilities did not keep pace with the implementation of new educational measures after the war. On the other hand, Japanese industry is recovering from the devastation of war, and there is a growing demand for the promotion of industrial education among industrial managers and capitalists, who insist that, if Japanese economy is to be independent, the undue emphasis on general education should be shifted to make education directly serviceable to industry. This demand resulted in the enactment of the Industrial Education Promotion Law of 1951, and opened a way for financial support by the government for laboratory facilities in public and private schools and for equipment for industrial education.

A National Industrial Education Council has been established in the Ministry of Education to deliberate on measures for the promotion of industrial education, and a budgetary plan for fundamental research in industrial education has already been framed.

Along with these conspicuous trends towards promotion of moral education and of industrial education, there is another move that cannot be disregarded. The Japan Teachers' Union and the intelligentsia, who regard these trends as a return to conservatism linked with rearmament, strongly advocate education for peace. But such arguments reflecting the cold opposition of the two worlds, have different colourings, and educators in general are sceptical even about the arguments themselves.

With the signing of the Japanese peace treaty, many changes have been made in educational administration. One is that the cost of compulsory education is ensured by the national government. This was the unanimous wish

of the educationists and those concerned, and it resulted in the enactment of a law in 1952 which provides for the paying of half of the teacher's salary by the national treasury. In January 1953, the cabinet decided that the whole amount should be paid by the national government. But this will mean great changes in national and local finance, and the decision is warmly debated in both political and administrative quarters.

Another problem of educational administration is the board of education system. Many of the educational policies pursued during the occupation are the target of severe criticism by conservatives. As the only exception to this, the Liberal Party decided to establish a board of education in every city, town and village, no matter how small, and in November 1952, the simultaneous establish-

ment of the boards was carried out, an epoch-making event in the history of Japanese education. However, the general public is strongly opposed, and there is even a movement to change this situation; the matter in fact is becoming political. Furthermore, with the paying of the whole of the teacher's salary from the national treasury and the attempt to change the status of teachers to that of national public service personnel, it is firmly asserted that the board of education system will be weakened, which raises yet another political issue.

Thus—and this is a recent major trend in education—every educational problem that centres upon criticism of occupation policies in education, tends to take on a political colour.

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1. PUBLIC EXPENDITURE ON EDUCATION, 1950 (thousand yen)

Item	Total	Expenditure by level of education						
		Pre-school	Elementary	Secondary			Special	Other
				Lower	Upper	Secondary (old system)		
<i>By source of revenue</i>								
National treasury	14 785 850	14 510	1 419 043	4 085 582	237 927	8 947 847	74 250	6 691
Metropolis and prefecture	69 288 850	4 265	34 807 346	21 640 300	10 741 630	1 326 371	618 617	150 321
Cities, towns and villages	35 930 984	363 243	16 400 972	16 443 464	2 080 221	535 972	38 339	68 773
Administrator	631 109	75 267	9 961	7 892	56 173	2 622	—	479 194
Income from property	771 230	5 315	83 241	384 507	65 513	125 323	34	107 297
Tuition fees and other assessments	12 669 604	533 062	75 686	315 451	4 652 896	2 960 080	305	4 132 124
Miscellaneous income	5 788 311	16 165	440 765	498 538	189 672	4 335 190	5 938	302 043
Loans (subsidies from related organizations)	5 659 173	553	1 956 158	3 010 175	374 062	263 889	48 697	5 639
Loans	2 232 753	33 234	346 202	862 693	37 767	532 716	20	420 121
Contributions	3 645 829	41 458	687 487	1 357 336	656 592	415 480	16 865	470 611
Total	151 403 693	1 087 072	56 226 861	48 605 938	19 092 453	19 445 490	803 065	6 142 814
<i>By type of expenditure</i>								
Salaries	84 002 860	561 986	34 787 133	21 616 348	13 097 897	10 308 630	472 737	3 158 129
Administrative expenses	24 519 827	239 406	9 046 965	6 079 944	2 185 538	5 640 719	84 505	1 242 750
Repair and construction expenses ¹	35 163 157	205 067	9 842 149	18 389 196	3 187 601	2 164 798	203 243	1 171 103
Extraordinary expenses for equipment	2 979 538	29 824	829 410	829 096	325 924	784 814	9 434	171 036
Other expenses	4 738 312	50 789	1 721 203	1 691 355	295 493	546 529	33 146	399 797

Source. Japan. Ministry of Education. Tokyo.

Note. Figures cover expenditure for national, metropolis and prefectures, cities, towns and villages and private schools.

Official exchange rate: 1 yen = 0.002778 U.S. dollar.

1. Including expenses for buying buildings and land.

2. CLASS AND SEX DISTRIBUTION OF PUPILS IN NATIONAL, PUBLIC AND PRIVATE ELEMENTARY AND SECONDARY SCHOOL AS AT 30 APRIL 1951

Type of school and class	Total	M.	F.	Type of school and class	Total	M.	F.
Elementary school	11 419 267	5 782 776	5 636 491	Upper secondary school	2 190 992	1 341 620	849 372
1	1 819 656	921 015	898 641	<i>Full-time course</i>			
2	2 013 549	1 019 736	993 813	Regular course	1 683 433	965 835	717 598
3	1 935 314	979 726	955 588	1	(635 571)	(356 349)	(279 222)
4	2 038 240	1 033 099	1 005 141	2	(533 585)	(306 143)	(227 442)
5	1 909 649	966 550	943 099	3	(514 277)	(303 343)	(210 934)
6	1 702 859	862 650	840 209	Special course	13 735	884	12 851
				Specialized course	1 190	243	947
Lower secondary school	5 127 927	2 597 286	2 530 641	<i>Part-time course</i>			
1	1 593 189	804 592	788 597	Regular course	484 804	373 180	111 624
2	1 807 367	915 003	892 364	1	(185 753)	(137 836)	(47 917)
3	1 727 371	877 691	849 680	2	(135 431)	(100 620)	(34 811)
				3	(93 003)	(74 492)	(18 511)
				4	(69 805)	(59 568)	(10 237)
				5	(811)	(664)	(147)
				6	(1)	(0)	(1)
				Special course	7 663	1 395	6 268
				Specialized course	167	83	84

Source. Japan. Ministry of Education. Tokyo.

1. Pupils exceeding school age limits included.

3. HIGHER EDUCATION, 1951

Faculty	Number of faculties (new system)	Number of students (new system)		Number of students (old system)	
		Total	F.	Total	F.
Total	447	309 389	28 404	50 967	991
Liberal arts and education	36	28 918	8 754	—	—
Literature, science and general studies	17	10 748	463	866	45
Education	29	20 723	3 768	—	—
Literature; literature and education	45	28 720	6 113	4 675	171
Theology and Buddhism	9	1 224	39	—	—
Foreign languages, English literature	6	3 011	295	—	—
Sociology	2	500	13	—	—
Humanities, literature and law, politics, economics, commerce	11	9 269	487	38	1
Law	19	31 741	544	7 765	118
Law and economics, law and commerce	6	6 283	83	1 254	6
Politics and economics	6	11 152	77	1 490	19
Economics	34	41 249	279	5 719	15
Commerce, commerce and economics, business administration	22	31 722	163	4 705	37
Science	20	7 834	655	1 647	42
Science and engineering	5	8 325	58	591	1
Engineering, industrial arts, mining, telecommunications	55	32 339	88	6 874	7
Mercantile marine	1	468	—	—	—
Agriculture, horticulture	35	11 696	131	2 581	6
Veterinary, stock-raising, fisheries	10	3 140	26	—	—
Textile	3	947	8	—	—
Medicine	31	2 206	45	11 393	465
Dentistry	4	224	1	1 369	58
Pharmacology	18	5 942	2 202	—	—
Physical education	3	725	11	—	—
Domestic science, domestic science and literature, domestic science and science	13	3 119	3 016	—	—
Art, fine arts, music	7	3 085	932	—	—
(General course)	—	4 079	153	—	—

Source. Japan. Ministry of Education. Tokyo.

Note. Elective students and special students are not included in the total number of students. Data refer to national public and private institutions but do not include junior colleges with a total enrolment of 34,941 (15,251 female) students in 1951.

4. SCHOOL EXPENDITURE PER PUPIL ENROLLED IN PUBLIC SCHOOLS, 1950 (in yen)

School	Total educational expenditure	Total of public expense	National subsidy	Metropolis and prefectural expenditure	Expenditures of cities, towns and villages
Kindergarten	5 773	4 839	9	266	4 564
Elementary school	6 290	5 343	120	3 498	1 725
Lower secondary school	11 312	9 766	795	4 861	4 110
Special school	57 414	52 997	4 589	46 028	4 380
Full-time upper secondary school	14 482	11 923	168	10 422	1 333
Part-time upper secondary school	10 943	9 772	35	7 562	2 175
Other schools	10 409	9 891	13	4 199	5 697

Source. Japan. Ministry of Education. Tokyo.

Note. The total educational expenditure includes public expenses, contributions, tuition fees and other school income.

Official exchange rate: 1 yen = 0.002778 U.S. dollar.

5. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	952	4 256	3 448	107 986	52 504
Kindergartens, private	1 503	6 720	5 521	136 437	66 634
Primary					
Elementary schools, public	21 211	313 905	151 076	11 391 575	5 621 308
Elementary schools, private	102	1 311	737	27 692	15 183
Secondary					
Secondary schools, public (old system)	1 5	1 94	—	1 1 059	—
Lower secondary schools, public	11 586	176 371	40 092	4 900 864	2 385 572
Lower secondary schools, private	742	15 244	5 338	227 063	145 069
Upper secondary schools, public	2 096	88 855	14 563	1 833 132	661 444
Upper secondary schools, private	872	21 627	6 181	357 860	187 928
Higher					
Higher schools and university preparatory courses	4	96	3	1 068	82
Technical schools	83	2 464	240	7 686	1 629
Junior colleges	180	6 554	1 169	36 331	15 796
Universities (old system)	76	11 620	287	61 914	1 498
Universities (new system)	203	23 280	1 242	313 158	29 183
Higher teacher-training schools	7	551	72	1 138	266
Other teacher-training schools	2	76	3	124	1
Special					
For the blind	72	1 737	715	6 161	2 263
For the deaf and dumb	76	2 420	1 346	13 345	6 191
For handicapped children	3	24	16	165	59

Source. Japan. Ministry of Education. Tokyo.

1. Mercantile marine schools.

H A S H E M I T E K I N G D O M O F J O R D A N

Total population (1951 midyear estimate): 1,320,000.
Total area: 91,000 square kilometres; 35,000 square miles.
Population density: 14.5 per square kilometre; 38 per square mile.
Total enrolment (1950): 100,000 in primary schools.
Enrolment of girls as percentage of total: 21 per cent in public primary schools.
Pupil-teacher ratio: 45 in public primary schools.

Total national budget (1950/51): 3,188,207 dinars.
Public expenditure on education (1950/51 Ministry of Education budget): 217,200 dinars.

Official exchange rate: 1 dinar = 2.80 U.S. dollars.

Prepared by the Ministry of Education, Amman, in June 1953.

The Hashemite Kingdom of the Jordan now comprises two regions: the Eastern Bank (formerly Transjordan) and the Western Bank (a part of previously Arab Palestine). Unification took place in 1950, and since then education has undergone radical changes. An extensive attempt has been made to unify the two separate systems of education by adopting the best features of each and by making a study of the main problems that beset the country. The need is for more schools, more well-qualified teachers and better instruction. The refugee problem has laid an added burden on the Ministry of Education.

LEGAL BASIS

A series of regulations issued since 1950 has abolished previous laws on education and provided the general framework for the present system. A new Education Act was drafted recently. It will very shortly be presented to the parliament and will be put into effect with the academic year 1953/54. The Act, with subsequent regulations and others still to follow, defines the functions of the central and local authorities and prescribes the main features of primary, secondary and specialized education (including curricula, conditions of admittance, public examination, etc.).

Education in State schools is free at the primary level. No law compelling children to attend school has been enforced, because the demand for schooling outruns the supply. Private schools may be set up with the approval of the Ministry of Education. Additional schools have been established by Unesco in conjunction with the United Nations Relief and Works Agency (UNRWA) for Arab refugee children from Palestine. The number of these schools does not yet satisfy the need and the education that is offered is inadequate.

ADMINISTRATION

The Minister of Education has full central authority over public schools and supervises private schools. He is responsible for policy and for the work of the permanent officials. All orders, decisions, rules and instructions are issued by the Minister and carried out under his control. This centralized direction includes the appointment and

dismissal of teachers of the second grade, the drawing up of curricula, approval of textbooks, conduct of public examinations and licensing of private schools. Teachers of the first grade are appointed, promoted or dismissed by the cabinet.

The chief executive officer under the Minister is the Under-secretary of State for Education. He is assisted by a chief inspector, administrative assistant, secondary education supervisor, elementary education supervisor and specialist inspectors. In each district of the country, there is an administrative inspector assisted by one or two assistant inspectors, who visit schools, inspect teaching and supervise the execution of all regulations and instructions. Specialist inspectors are responsible for particular subjects in the curriculum of both primary and secondary schools.

The Minister appoints members of various committees for the study of regulations, curricula, and so on; these bodies have an advisory role. Recently a supreme Educational Council has been established to advise the Minister on policy; the members were appointed by royal decree. It includes two former ministers of education, educationalists, and representatives of other ministries co-operating with the Ministry of Education in one field or more.

The establishment of a private school is subject to a licence granted by the Minister of Education and this is given only if the premises are satisfactory and the staff properly qualified.

There are several types of private school. The traditional *kuttab*, an Islamic institution for teaching boys to read and memorize the Koran, is still found in a very few villages, but the number is decreasing.

Denominational schools have been opened in towns and villages where Christian minorities live: in most respects they follow the State curricula and examinations. Frequently Jordanian teachers set up schools of their own, local conditions favouring their successful operation. There is one private school—the Islamic Scientific College at Amman—which may well become the nucleus of a university college. This school was established after the second world war by voluntary endowments, and it has made great progress as a secondary school.

Finance

Funds for public education are derived almost entirely from the budget of the Ministry of Education. Owing to

the limited resources of the country, no minister has ever been able to obtain an allocation for education large enough to provide adequate schooling for every child in the kingdom, but there has been considerable and steady progress. The Ministry of Education budget covers administrative costs, the salaries of teachers, bursaries and scholarships, school supplies and various grants. The cost of erecting and maintaining school buildings is included in the budget of the Ministry of Public Works.

Municipal and village councils are asked to collect rates in respect of education, and sometimes provide funds for the erection of school buildings, their rent and maintenance and some of the teachers' salaries.

Education is free in public primary schools, but a nominal tuition fee is charged in order that free places (equal to 50 per cent of the enrolment) may be reserved for very poor pupils. Voluntary contributions from pupils to the 'Poor Children's Fund' are used to provide supplies and clothing for the needy. Other contributions are also used to provide schools with laboratory apparatus and physical education materials and equipment.

No State grants are given to private schools, which therefore have to depend entirely upon fees and public subscription.

ORGANIZATION

The primary cycle consists of six grades. Pupils may enrol between the ages of 6 and 8 years. The programme of studies comprises religious instruction, Arabic, English (introduced in the fifth class), arithmetic, hygiene, nature study, agriculture, history, geography and physical training. In girls' schools provision is made for domestic science and, at a later stage, for child care and nursing. Each year a definite percentage of the primary school graduates will be admitted to the next cycle. The Ministry is contemplating the introduction of a unified public examination supervised in each district by its district inspector. Successful candidates in this examination will be offered secondary education opportunities.

The following cycle is the intermediate secondary cycle with a duration of three years. Pupils must be under 16 on entry. The curriculum of this cycle includes religious instruction, Arabic, English, mathematics, social and natural sciences and vocational activities. A major aim of this cycle is vocational guidance and training. Each school has a vocational bias which provides the opportunity to train children in manual arts, crafts or vocations deemed profitable in each community. Schools in agricultural communities have an agricultural bias and schools in towns have either a commercial or a technical one; girls' schools engage at the same time in domestic training. These activities are carried out within the framework of the school curriculum.

The higher secondary cycle runs for two years after the intermediate cycle. It prepares pupils to sit for the Jordanian secondary education certificate. Successful candidates are admitted to university courses in neighbouring countries or abroad.

Vocational education is provided by a limited number of establishments at the secondary level or a little higher.

The School of Arts and Crafts at Amman admits pupils when they have successfully passed the intermediate cycle. It is a boarding school, and the three years' course combines general education with practical instruction and carpentry, hot and cold metal work, motors and motor mechanics and electricity. The Khadourie Agricultural School at Tulkarem admits students who have completed the intermediate cycle; the three-year course combines theoretical and practical training (on alternate days in the first year) and boys completing the course find ready employment. Three other agricultural schools of a lower level are maintained by the Ministry of Agriculture. Two commercial departments attached to two secondary schools give courses in bookkeeping, business management, shorthand and typing for two years after the intermediate cycle.

As there are no facilities for higher education within the country, matriculated students go abroad to pursue their studies. The government departments organize educational missions to study in Egypt, Iraq, Lebanon, Syria and other countries. The number of scholars that each department sends every year is gradually increasing.

It is intended to establish a junior college with a two-year course after matriculation. The question of finance is being investigated and the programme of work is in course of study.

TRAINING AND STATUS OF TEACHERS

For the most part, teachers have had no professional training. Secondary schools have supplied the demand for primary teachers; and teachers in the secondary schools are graduates from foreign universities. Steps have recently been taken to improve this situation.

1. Two training colleges, one for men and another for women, have been instituted. The course in each runs for two years after matriculation. Students study education, its theory and practice. The colleges are boarding establishments, and students contract to work for a minimum of three years after they finish the course of training.
2. One rural centre began to function this year. In this centre, male students follow a two-year training course after completion of the intermediate secondary cycle. They are trained not only in educational methods but also to act as community leaders. The training comprises studies in education and methods of teaching and visits to villages to help in the improvement of the agricultural, industrial, sanitary and educational conditions in the village. Graduates will have to work in village primary schools with emphasis on social work in the village.
3. Short vacation courses are organized for teachers of particular subjects. Each year, two or more courses are run for two to four weeks. Lectures and demonstrations are given. Certificates are awarded to teachers who attend these refresher courses.
4. Opportunities for further training in educational institutes are open to teachers through scholarships and fellowships offered by the Ministry or other agencies.
5. The regulations for what is called the 'Teachers Lower Examination' have been issued by the Ministry. The

examination includes academic subjects and theoretical and practical education. Successful candidates receive considerable increases of salary. This incentive helps teachers who have had no professional training to acquaint themselves with educational theory and try to improve their methods of teaching.

All teachers in the public school system are employed on the same basis as civil servants. Promotion is dependent on seniority, efficiency and the passing of examinations. Twenty-five years of service gives the right to retirement on pension. Teachers are held in considerable esteem by the community.

SCHOOL WELFARE SERVICES

Physical education has a place in the curriculum of the six primary and three intermediate secondary classes. About one-quarter of physical training teachers have attended special training courses. In addition, sports

and athletics are practised in all schools, and the schools arrange field days and the usual inter-school contests.

A few schools provide pupils with meals, stationery, books, glasses and clothes, but the practice is not yet widespread.

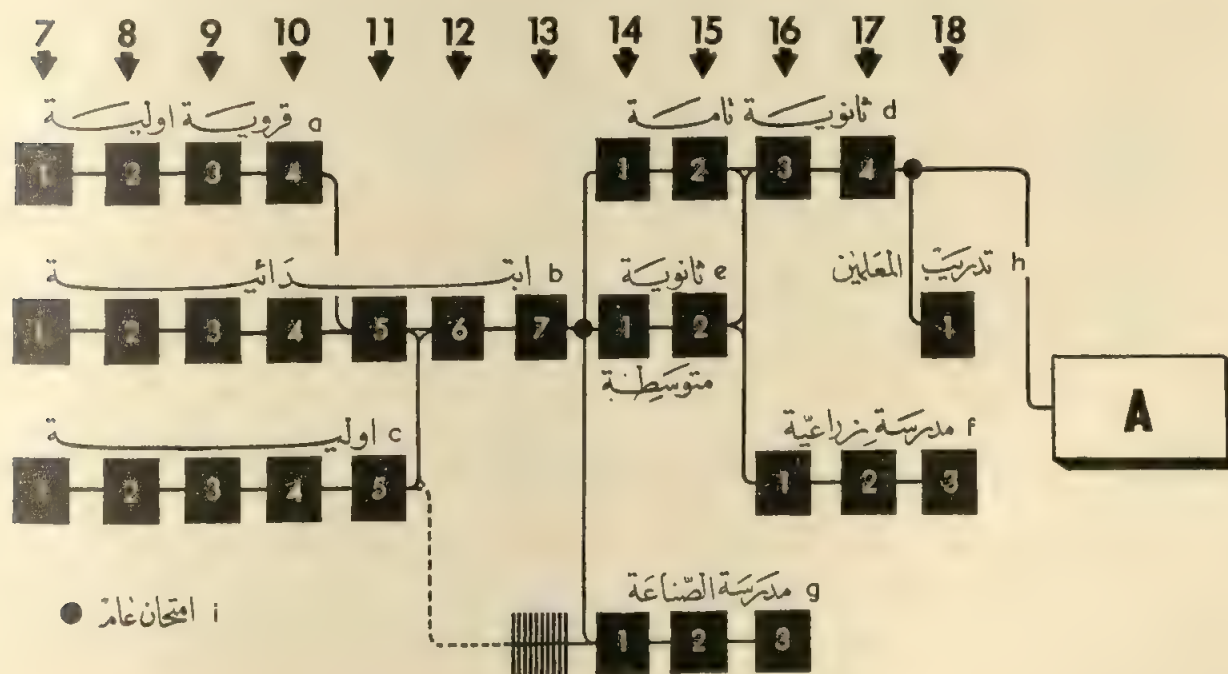
Among youth activities, the vigorous Scout movement may be mentioned.

PROBLEMS AND TRENDS

A circular sent to all schools by the Minister of Education on 17 February 1952 outlines the main aims of education in Jordan, along with the steps that are being taken to achieve them. Its content may be summed up thus:

1. To abolish illiteracy and extend schooling by opening as many primary schools as will guarantee a free universal primary education.
2. To orient all schools towards practical ends, both by

DIAGRAM



GLOSSARY

- (a) *ḥarawiyah awwaliyah*: village primary school.
 (b) *ibtidā'iyah*: complete primary school.
 (c) *awwaliyah*: incomplete primary school.
 (d) *thānawiyah tāmmah*: general secondary school with two streams, literature and science.
 (e) *thānawiyah mutawassīṭah*: lower general secondary school.

- (f) *madrasah sirāṭiyah*: vocational training school of agriculture.
 (g) *madrasat al-ṣinā'ah*: vocational training school of arts and crafts.
 (h) *tadrib al-mu'allimīn*: teacher-training college (incomplete).

EXAMINATION

- (i) *imtiḥān ḍm*: public examination.

A. *al-ta'lim al-ʿāli fil-khārej*: higher education abroad.

revision of present curricula and by strengthening and multiplying vocational establishments.

3. To establish a limited number of secondary institutions in addition to the schools already in existence.
4. To improve the professional training of teachers in rural and urban schools; in particular, training institutions are required for rural teachers to ensure that they remain in the villages and help in improving the community life.

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1. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-primary					
Private kindergartens ¹	3	...	...	225	81
Primary					
Primary schools, public	364	1 523	305	71 795	14 765
Moslem primary schools (private)	112	228	78	8 599	1 329
Christian primary schools (private)	136	612	330	19 960	8 722
Secondary					
Public schools	29	212	64	3 624	622
Moslem private schools	5	35	—	466	—
Christian private schools	30	105	17	1 386	361
Vocational					
Public schools	4	13	—	201	—
Teacher training²	1	...	...	30	—

Source. *Hawliyat al-thakāfah al-ʿarabiyah*. Cairo. Cultural Department of the Arab League.

Note. Unesco/UNRWA schools for refugees are not included in the table.

1. Pre-school classes are also attached to private primary schools.

2. 1951/52.

2. CLASS AND SEX DISTRIBUTION OF PUPILS IN PRIMARY AND SECONDARY SCHOOLS, 1950/51

Class	Enrolment		Percentage		Class	Enrolment		Percentage	
	Total	F.	Total	F.		Total	F.	Total	F.
Total	105 832	23 799	100.0	100.0					
Pre-primary	8 223	3 844	7.8	14.9	6	5 641	1 085	5.3	4.2
1	25 736	6 661	24.3	25.8	7	3 846	661	3.6	2.6
2	19 859	5 041	18.8	19.5	8	2 196	420	2.1	1.6
3	15 421	3 321	14.6	12.8	9	1 552	313	1.5	1.2
4	13 004	2 573	12.3	10.0	10	963	165	0.9	0.6
5	8 586	1 594	8.1	6.2	11	669	85	0.6	0.3
					12	96	—	0.1	—

Source. *Hawliyat al-thakāfah al-ʿarabiyah*. Cairo. Cultural Department of the Arab League.

REPUBLIC OF KOREA

Total population (31 March 1952): 20,526,705.

Total area: 94,000 square kilometres; 36,300 square miles.

Population density: 218 per square kilometre; 565 per square mile.

Population within compulsory school age limits (estimated on 31 December 1952): 3,020,000.

Total enrolment within compulsory school age limits (estimated on 31 December 1952): 2,400,000.

Illiteracy rate: It has been estimated that about 26 per cent of the population (or about 3,270,000 persons over 13 years of age) cannot read or write Korean at the third-grade level of the elementary school (1952 estimate).

LEGAL BASIS

The present legislation comprises Law No. 86 as amended by Laws Nos. 118, 178 and 228. These laws provide for the separation of Church and State and for equality of educational opportunity. They also allocate responsibilities at the national, provincial and local levels, outline the structure of the school system, provide for an education tax, and lay down that the salaries of teachers of compulsory schools shall be paid by the national government.

ADMINISTRATION

By law the Minister of Education is invested with wide powers. He is generally responsible for the public school system; this includes supervision of all national schools, colleges and universities and the control of national school funds. By the most recent reform, school boards have been set up at various levels: the *gun* or district boards control elementary schools; provincial school boards control middle, high, normal and technical schools; and the National School Board has charge of higher education. Regulations issued by these boards are subject to the Minister's approval. Certain general aspects of education remain under the control of the central authority: the approval of private schools, regulations about curricula and textbooks.

The Ministry of Education comprises a secretariat, an administrative and a finance section and five professional bureaux which deal respectively with common education (primary and secondary), higher education, technical education, culture (including adult education and physical training) and textbooks.

School boards are elected representatively by the area they serve. The appointment of superintendents by *gun* and city boards is subject to the approval of the President of the Republic.

Private schools may be opened with the approval of the Ministry of Education. They contribute little to the elementary school facilities, but represent a considerable portion (about one-third) of secondary and higher establishments.

Public expenditure on education (Ministry of Education Budget 1952-53): 31,235 million won (1.38 per cent of total national government expenditure).

Cost per pupil: 136,800 won for elementary school pupil; 115,000 won for secondary school student; 961,000 won for college student.

Official exchange rate: 6,000 won = 1 U.S. dollar.

Revised by the Ministry of Education, Fusan, in January 1953.

FINANCE

The national treasury pays in full the salaries of elementary school teachers and half those of secondary school teachers. It is also required to subsidise district and city authorities when their resources are insufficient for the cost of compulsory education.

At the local level, *gun* and city authorities are empowered to raise revenue for elementary schools by an education tax, fees, rents and any other available income. In practice, national and local subsidies together do not cover the cost of the schools, and the balance is made up by contributions from members of parent-teacher associations.

No provincial tax is levied for secondary education. To the national subsidy on salaries are added the fees charged by schools and the contributions from associations.

Institutions of higher education are financed by the national government or pro rata by provincial and national authorities. Tuition fees are a large source of revenue.

ORGANIZATION

The 6-3-3-4 plan was introduced by the military government after World War II and is still followed.

Primary Education

The elementary school course of six years is, in theory, compulsory and free, but neither of these objectives has yet been attained. The aim of elementary schooling is 'to teach the fundamental education which is necessary for civic life'. The curriculum comprises Korean language, social studies, arithmetic, health, music and art. Natural science is introduced in the fourth, domestic science in the fifth year. At the end of the course pupils take a middle school entrance examination.

Secondary Education

The course of six years is divided into two cycles of three

years, termed middle school and high school respectively. The middle school continues the general education of students upon the foundations laid by the elementary school; the curriculum includes Korean language, social life, arithmetic, natural science, health, music and arts, commerce and industry, foreign language (English and German are commonly taught). It is estimated that 39 per cent of elementary school graduates enter middle schools and 50 per cent of these go through to high schools.

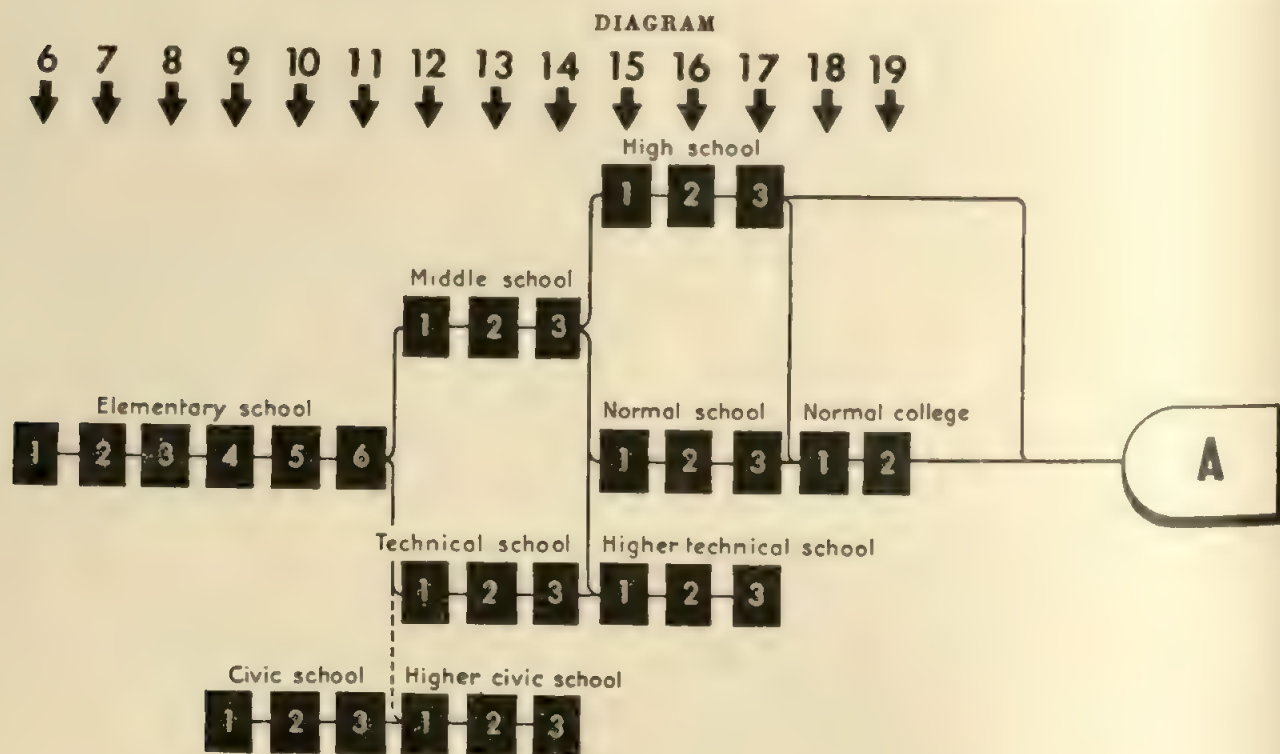
High schools give more advanced general and vocational training. Those classified as liberal arts are preparatory in nature, with a curriculum similar to the middle school. Other high schools are concerned with agriculture, engineering, commerce and fisheries.

Vocational Education

In a rural country such as the Republic of Korea, agri-

cultural education has great importance. A certain amount of general or prevocational agriculture teaching is given in the middle school. At high school level, almost one-third of the schools are agricultural and aim at giving students vocational training in agriculture, forestry, animal husbandry, sericulture, horticulture, veterinary science and farm engineering. Courses of study are specialized for each of these branches; additional academic courses are common to the separate branches. Advanced training in agriculture is given by the agricultural colleges.

Two types of institution provide technical education. First, with aims and structure similar to those described above for agriculture, there are the technical and vocational high schools. These have a curriculum which includes the regular liberal arts courses as well as specialized technical courses suited to the locality. A wide range of training is offered in subjects related to industrial skills, fisheries, transport and communications. The second type of school



GLOSSARY

elementary school: primary school.

civic school: part-time school providing education equivalent to primary school course for youth and adults.

high school: upper secondary school providing general education and vocational courses in agriculture, commerce, engineering, fisheries, transport and communications.

higher civic school: part-time school providing education at lower secondary level for youth and adults.

higher technical school: upper vocational training school of trade and industry.

middle school: lower secondary school providing both general education and pre-vocational training, mainly in agriculture.

normal college: teacher-training college for teachers in middle schools.

normal school: teacher-training school.

technical school: lower vocational training school of trade and industry.

HIGHER EDUCATION

A. Higher education at university or college.

is a trade school, with two cycles of three years each, termed technical school and higher technical school respectively. The technical school recruits from elementary school graduates; the higher technical from technical or from middle school. The courses offered are highly specialized and so arranged that students can leave after one year of training.

Higher Education

The present system is designed to meet the needs of all types of students—liberal arts, professional, vocational and technical. There are seven national and private universities and a considerable number of independent colleges and junior colleges. In the field of higher education private institutions are in the majority; and Ministries other than Education engage in educational activities to the extent of an expenditure almost double that of the Ministry of Education.

The government is now undertaking to merge the public and private colleges of each province into a national-provincial university. Private colleges enter the system on a voluntary basis. This would give the republic eight universities.

ADULT EDUCATION

Two forms of activity in this field are undertaken by the government. A literacy campaign has been planned for the whole adult population; under present circumstances this is limited to young army conscripts. In addition, there is a wide network of civic schools, usually staffed by elementary school teachers, which give an accelerated course, covering the six-year elementary course in three years of evening sessions, six days a week. The higher civic schools take in the middle school course in three years of afternoon sessions. These schools are designed particularly to afford the youth of poor families the opportunity of a formal education.

EDUCATION AND STATUS OF TEACHERS

Elementary school teachers are trained in normal schools with a three-year course based on the middle school. The curriculum contains the same core of academic subjects as is found in the high school, with the addition of the theory and practice of education. Students in the third

year spend five weeks on practice teaching. The staff of normal schools have to possess the same qualifications as high school teachers.

Middle school teachers are trained in normal colleges; the course of two years is open to graduates from normal and high schools. University graduation is the usual requirement for a high school teacher.

The average number of graduates each year from the different types of institution are: normal schools, 3,045; normal colleges 1,240; teachers' training institute, 75.

The main school laws say: 'The social position of teachers shall be respected, and their status must be guaranteed.' Government regulations lay down the minimum qualifications for the certification of teachers at each level, and establish a corresponding salary scale with annual increments.

In-service training courses are organized each year during summer and winter vacations; both central and provincial authorities take an active part.

TRENDS AND PROBLEMS

About 35 per cent of the classrooms were destroyed, and most of the laboratory equipment and libraries were either destroyed or lost in the war. Many remaining buildings are occupied for war purposes. Classroom space is the most serious problem in education. There is, besides, a shortage of qualified and well-trained teachers and professors. Improvement of curricula, courses of study and methods of teaching is required. The Ministry of Education is trying hard to cope with this situation with valuable assistance from the United Nations.

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1. SUMMARY OF SCHOOL STATISTICS, AS AT AUGUST 1952

Level of education and type of school	Institutions	Teachers	Pupils	
			Total	F.
Primary				
Elementary schools, government	10			
Elementary schools, public	3 898	33 705	2 369 906	883 066
Elementary schools, private	30			
Secondary				
<i>General</i>				
Middle schools, government	17			
Middle schools, public	358	8 574	303 129	66 650
Middle schools, private	200			
High schools, public				
High schools, private	175	*2 305	82 082	...
<i>Teacher training</i>				
Normal schools	17	289	10 245	2 549
<i>Vocational</i>				
Agricultural high schools				
Public	94	*1 261	33 908	...
Private	3			
Commercial high schools				
Public	14	*356	12 545	...
Private	14			
Engineering high schools				
Public	23	*642	11 676	...
Private	4			
Fishery high schools				
Public	11	*97	2 178	...
Private	1			
Veterinary high schools, private	1	*15	170	...
Technical schools				
Public	2			
Private	19	*120	1 260	454
Higher technical schools				
Public	1	*48	801	337
Private	7			
Civic schools, private	3 083	4 847	81 832	...
Higher civic schools	418	1 753	47 070	...
Higher				
Universities				
National	4			
Public	1	692	16 593	2 326
Private	3			
Colleges				
National	2			
Public	1	480	14 131	1 121
Private	23			
Junior Colleges				
National	1			
Public	3	90	1 764	301
Private	4			

Source. Korea, Ministry of Education.

2. PUBLIC EXPENDITURE ON EDUCATION, 1952/53 (million won)

Item	Amount	Item	Amount
Total Ministry of Education Budget	31 235		
Administration	514	Teacher training	336
Salaries	(45)	Elementary	(48)
Other expenses	(469)	Lower secondary	(288)
Elementary school	15 389	Higher education	10 449
Teachers' salaries	(11 807)	Adult education	373
Equalization aid	(3 692)	Others	
Secondary education	2 252	Institutes, etc., and social education and cultural activities under Ministry of Education	1 742
Lower secondary schools	(1 197)		
Special schools	(9)		
Upper secondary schools	(953)		
Technical education	(93)		

Source: United Nations Civil Assistance Command, Civil Education Section. *Education in the Republic of Korea*. June 1952.

Note: Exchange rate: 6,000 won = 1 U.S. dollar.

L A O S

Total population (1950): 1,185,900.

Total area: 236,800 square kilometres; 91,400 square miles.

Population density: 5 per square kilometre; 13 per square mile.

Enrolment in primary elementary and secondary education (1952/53): 37,666.

Enrolment of girls as percentage of total: 21 per cent.

Pupil-teacher ratio (1949/50): 34.

Illiteracy rate (estimate): 65 per cent.

Public expenditure on education (1950): 20,935,000 piastres.

Cost per pupil: 900 piastres.

Official exchange rate (1950): 1 piastre = 0.04861 U.S. dollar.

Prepared by the Director of the Section of International Conferences, Ministry of Foreign Affairs, Laos, in March 1953.

LEGAL BASIS

The Franco-Laotian General Convention of 19 July 1949 and the additional Convention on education of 6 February 1950 recognize the independence of Laos and its sovereignty in matters of school administration.

The preamble to the constitution lays down in paragraph 3: 'The present constitution recognizes as fundamental principles the rights of Laotians to equality before the law, legal protection of their means of existence, and the freedoms defined by law, in particular individual liberty, freedom of conscience, freedom of speech, of writing and of publishing, freedom of meeting and of association.' Paragraph 4 says: 'The constitution prescribes as duties service to the country, respect for the conscience of others, neighbourly behaviour, discharge of family obligations, diligence in work and in education, uprightness and respect for the law.'

The right to education is not explicitly mentioned, but it is the duty of the citizen to take advantage of the education available, which is free and compulsory.

Since the entry into force of the Constitution of 11 May 1947, only one law on free and compulsory education has been promulgated: Law No. 12 of 9 April 1951, promulgated by Royal Order No. 112 of 26 April 1951 and amended by Law No. 108 of 26 January 1952. By Article 1, elementary primary education is compulsory and free in Laos for Laotian children of both sexes from the age of six. It may be given either in public schools or in properly organized private schools. By Article 2 (Law No. 108 of 26 January 1952), any group of villages in which there are sufficient pupils to justify the establishment of an elementary school, or any *tasseng*, shall within the limit of the credits available be provided with a public elementary primary school. School attendance shall be compulsory for any village within one kilometre of a public educational establishment. Article 3: all citizens within a radius of five kilometres shall be liable for the supply of materials and labour for the construction of the school. Article 4: any village with an elementary school shall be responsible for the upkeep and maintenance at its own expense of the school, its furniture and the teacher's lodgings. Article 5: any infraction of the

provisions of the present law shall, after a warning has been given, be punishable by a fine of 20 piastres. In the case of a second offence, the fine shall be doubled.

Various decrees or laws regulate the status of the teaching staff (Royal Orders) and the setting up of educational establishments (Decisions of the Minister of National Education).

ADMINISTRATION

General education (primary, secondary and higher) comes under the Minister of National Education, with the assistance of a director who is represented in the provinces by primary inspectors.

Decisions concerning scholarships and examinations are made by the heads of provinces as representatives of the Minister of National Education, and on the proposal of the primary inspectors.

Technical education is provisionally the responsibility of the Ministry of Public Works.

The Ministry of National Education is composed of a secretariat (one section); a directorate of secondary and higher education (two sections); and a directorate of primary education and primary vocational education (two sections).

The Share of Local and Provincial Authorities in the Administration

Each province is administered by a *chaokhoueng*; and its subdivisions, or *muongs*, by *chaomuongs*. The *chaokhoueng* represents the government. He is in possession of the general instructions given by it in every field and sees that they are carried out. With this in view he is responsible for taking all necessary steps to co-ordinate the various departments. The head of the province is responsible for the national budget, at the local level. The *chaomuong* receives instructions from the *chaokhoueng* and sees that they are carried into execution. (General Administration Staff Code, Royal Order No. 217 of 23 August 1952.)

Thus, where school administration is concerned, the *chaokhoueng* receives orders from the Ministry of National Education and transmits them to the provincial primary inspector, who carries them out. These directives are obviously general in character, principally concerning the expenditure of the provincial education estimates. The primary inspector is responsible in the first instance to the *chaokhoueng* and then to the Director of Education. Thus all the correspondence, including the reports which he addresses to the latter, are sent 'care of the *chaokhoueng*'. In the educational administration of his province, the inspector is in close contact with the head of the province. For example, where the construction of public schools is concerned, it is the head of the province who takes the matter up with the Public Works Department; questions of school hygiene he refers to the chief medical officer of the province.

The same system of decentralization of power is to be found in the subdistricts administered by *chaomuongs*.

Supervision of Education

Supervision of education is carried out by means of regional inspectors and provincial primary inspectors.

'Primary inspectors shall be eligible for appointment to the headship of teacher-training schools, to the primary school inspectorate, and to employment in the Ministry. The establishment of the inspectorate, subject to revision according to the extension and needs of the department, shall be fixed at 15 inspectors (there are 11 provinces). Its actual strength shall be fixed by Royal Order within the limits of the establishment.'

The inspectors' monthly and annual reports are addressed to the Director of Education through the intermediary of the head of the province.

'Inspectors of primary education shall be recruited by competitive examination from among primary teachers (primary inspector's certificate, or BAIP). They shall be members of the general staff and shall come under the authority of the Ministry of National Education.' (Royal Order No. 241-64/CR of 19 September 1951).

Finance

By the terms of Law No. 102, voted by the National Assembly on 9 April 1951 and promulgated by Royal Order No. 112 of 26 April 1951, elementary schools are the financial responsibility of the village.

On 26 January 1952, the following article was added to this law: 'Any group of villages in which there are sufficient pupils to justify the establishment of an elementary school or any *tasseng* shall within the limit of the credits available be provided with a public elementary primary school'.

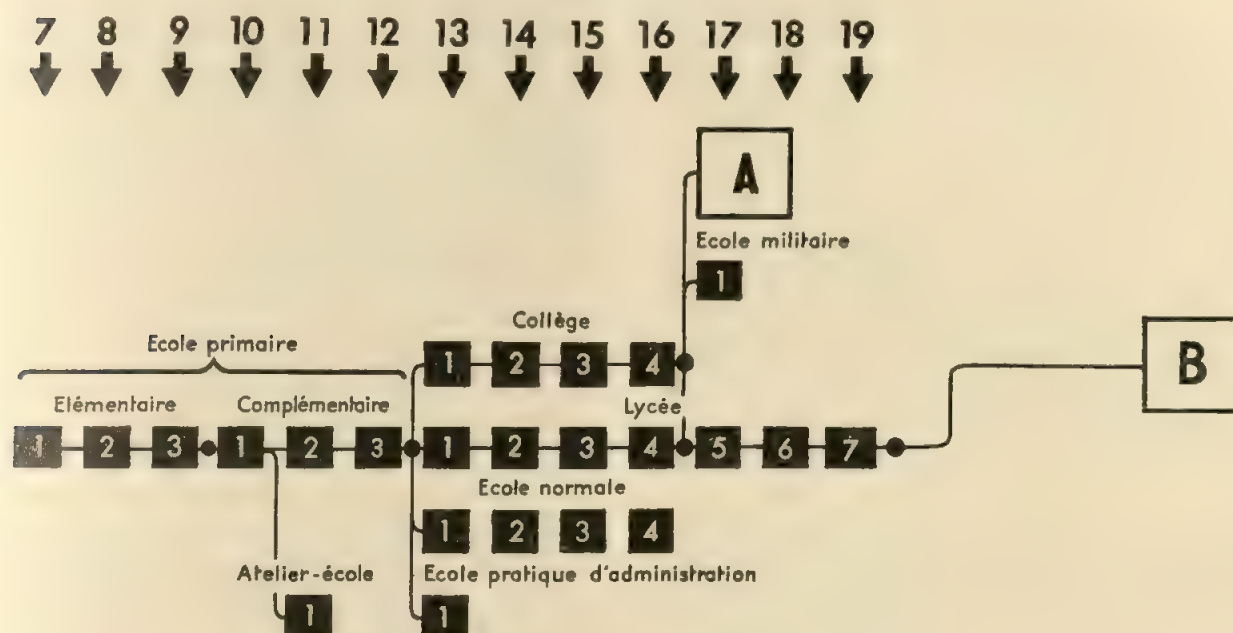
The draft education estimates are prepared every year by the Directorate of Education, on the basis of the draft provincial estimates submitted by the primary inspectors. The draft is then passed to the Ministry of Education, which adds its own estimates (Ministry staff, supplies, etc.). The draft thus arrived at is known as the 'draft national education estimates' and is forwarded to the Ministry of Finance which incorporates it into the draft national budget. The Minister of Finance has the final word, taking into account the financial capacity of the country and the urgency of the various items. The draft national budget then comes before the National Assembly, the ultimate authority, which discusses it and gives it its definitive form. The education estimates cover both cost of supplies and staff expenses.

With regard to private education, the Director of Education can make provision in his draft estimates for subventions and scholarships if he deems this desirable.

There are no other public funds devoted to education, except for the common departments estimate for the still mixed Franco-Laotian *lycée*: in 1950 a sum of 377,000 piastres and in 1951 a sum of 4,500,000 piastres.

The government plans, side by side with its task of democratic decentralization, in the near future, to revise its financial methods as regards education by providing for the costs to be partly borne out of local resources, as is the practice in Western countries.

DIAGRAM



GLOSSARY

atelier-école: vocational training school with accelerated course for training skilled artisans.

collège: lower general secondary school.

école militaire: vocational training school (army).

école normale: teacher-training school with entry by competitive examination.

école pratique d'administration: vocational training school for government office employees.

école primaire complémentaire: upper cycle of primary school with French as the medium of instruction.

école primaire élémentaire: lower cycle of primary school with Laotian as the medium of instruction.

lycée: general secondary school.

EDUCATION ABROAD

A. *Études techniques*: vocational education in Cambodia, Vietnam and France.

B. *Études supérieures*: higher education in Vietnam and France.

Free Education

In Laos, education at all grades can be considered free. Pupils are only expected to pay for exercise books and writing materials. In the public schools, they are provided with books by a system of low-rate subscriptions. In village schools, there is nothing to pay. There is an extensive system of scholarships for primary, secondary and higher education.

ORGANIZATION

Pre-school education and special education do not exist in Laos.

Primary Education

Primary education has been provided on a large scale since the declaration of independence by the growing number of

village schools adapted to local conditions and needs and by central schools which provide a full primary education leading to the terminal examination for the complementary school certificate.

This leads to the practical school of administration (one year) and the teacher-training school (four years), both of which recruit by competitive examination.

Secondary Education

The French system is followed. Lower secondary education was provided in 1953 by four *collèges*: Luang Prabang, Thakhek, Savannakhet, Paksé, where the four-year course leads to a terminal examination for the higher primary school certificate. The *lycée* at Vientiane takes students to the *baccalauréat*. Pupils of the *collèges* can, if they wish, finish their secondary course at the *lycée*.

Once they have taken their certificate at the *collège*, pupils can prepare for the career of their choice in one of the following schools: the National Military School for Officers,

Donghène: one year; students pass out as second lieutenants; Medical Officers' School, Pnom-Penh: four years; students pass out as assistant medical officers; Public Works Clerks' School, Pnom-Penh: two years; students pass out as public works clerks; School of Agriculture and Stock-breeding, Forestry School, Pnom-Penh or in France.

Pupils who have taken their *baccalauréat* may pursue their higher studies either in the Indo-Chinese faculties in Viet-Nam (Saigon, Hanoi), or in France and abroad.

Curricula

The former curricula of Indo-Chinese elementary primary education and Indo-Chinese complementary primary education (Orders of 21 December 1917, 20 June 1921 and 18 September 1924—curriculum of 1938) have been abandoned as no longer corresponding to the present political position. In the *collèges* (up to the fourth secondary class) and in the primary schools, provisional curricula have been followed since 1945. The subjects taught are comparable, in their main lines, to those offered by public schools in France.

The subjects taught in the primary schools are Laotian, French; ethics and civics; history and geography; arithmetic; object lessons; drawing or manual work; singing; physical culture. Lessons are given in Laotian in the first stage and in French in the second stage.

The subjects taught in the *collèges* are: French; ethics and civics; Laotian; English; history and geography; mathematics; physical and natural sciences; physical culture; drawing; music; manual work (all lessons are given in French).

The curriculum of the *lycées* is the same as in a French modern and classical *lycée*.

There is an examination at the end of each stage of education. Thus in primary schools, there is a first examination at the end of the third year (elementary course), for the Laotian elementary school certificate, and a second at the end of the higher stage, for the complementary school certificate. Considerable importance is attached to external examinations, in which the papers are set, arranged and corrected by teachers other than those who have prepared the candidates. Promotion from one class to another, however, is decided by the headmaster and the school staff. With a view to permitting the recruitment of more highly skilled technicians, consideration will be given to the establishment of examinations which, regarded as a technique of education, will give teachers a chance to judge the value and efficiency of their methods and their technique. 'Examinations should not be an obstacle race deliberately designed to trap the thoughtless and make all future progress difficult.'

Vocational Education

At the lower level, this is provisionally the responsibility of the Ministry of Public Works.

The workshop-school at Vientiane provides for the accelerated training of electricians, fitters and mechanics. It is proposed to extend this school to the large Laotian provinces of Paksé, Savannakhet and Thakhek in order to cope with the scarcity of technicians in the government work-

shops and in public concerns (electricity, river ports, building).

Vocational and professional education at a higher level is still dependent on the common establishments of the former Indo-Chinese Federation (faculties of letters, law, medicine and pharmacy) at Saigon, or on the national establishments in Viet-Nam or in Cambodia (medical officers' school, public works clerks' school, school of agriculture and stock-breeding in Cambodia, for example) where the same certificates and the same preliminary training are required for admission.

Vocational guidance is in a rudimentary stage; it is in most cases a family affair, though masters often help.

Teacher Training

Teaching staff in Laos is divided into four categories: pupil-teachers, recruited among pupils who have terminated the primary course; assistant teachers, who must hold the complementary school certificate; qualified primary teachers, who must have been at a teacher-training school and hold the lower stage secondary school certificate; and staff of the teacher-training school, who must hold the *baccalauréat*.

Accelerated training of teachers takes two forms: a four-month period after taking the primary school certificate for the training of assistant teachers, and a two-year teacher-training course. Candidates for the latter are recruited by competitive examination from assistant teachers with not less than three years' service. After passing the final examination, they are promoted to primary teachers.

The four-year course of the teacher-training school is open to candidates who hold the complementary primary school certificate and have succeeded in a competitive entrance examination; on completing the course successfully students qualify as primary teachers.

Secondary school teachers are recruited from licentiates in education or *agrégés* who have been trained in France. This method of recruitment is likely to go on for a long time, in view of the fact that at the moment French is taught side by side with the mother tongue even in the primary schools, while in the secondary schools it comes first. The teaching of French is regarded as a means of accelerated training in all the fields (political, economic, social and technical) where the country is in urgent need of technicians to consolidate its independence.

Special Education

There is no form of special education in Laos. This problem does not appear urgent in a country where the population density is small and in which a severe natural selection has operated for a long time. Re-education of abnormal or backward children could begin in the pagoda, to which mentally handicapped children who are harmless and without family support are readily admitted.

ADULT AND FUNDAMENTAL EDUCATION

The government has not lost sight of this problem, which is of vital importance to the life of the country. The National

Commission for Unesco is now working on it and hopes to be able to put a practical plan of fundamental education into operation in the near future, side by side with its campaign against illiteracy.

The social structure of the country appears to lend itself to such an undertaking. The population is concentrated in large villages, scattered farms being few on account of the hostility of nature and the lack of communications. This will simplify the task of the teams of teachers, for the general meeting place will naturally be the pagoda, where the seminaries have been dispensing for centuries an education which cannot be despised—the old Laos owed to it the greater part of its elite: the writers, architects and workmen who created the prosperity of the ancient kingdom. Since the pagodas depend on the State, it would be possible to reform this education with a view to adapting it better to the requirements of present-day life. However, the education of the masses cannot be put entirely into the hands of the monks, and the training of lay teachers must be undertaken methodically and perseveringly. They will be formed of mobile teams of specialists, representing between them every aspect of the life of the people. These teams will train in every village substitutes capable of carrying on their work. In order to test the efficiency of such methods, it will be necessary, in view of the scarcity of specialists, to confine the experiment for a start to a restricted field.

TRENDS AND PROBLEMS

'Education and public health will not be neglected in our activity. Like our predecessors, we shall continue the fight against illiteracy and infant mortality. Thanks to outside help, we hope to be able to carry through this double task to a speedy and successful conclusion.' (Ministerial declaration on the accession to office of the present government under H.H. Tiao Souvanna Phouma.)

The present government has made a great effort to extend education. The education estimates represented 18 per cent of the national budget in 1953, against 14 per cent in 1952. The government plans to carry out a reform of curricula in order to permit of an education which shall be more rational and better adapted to the agricultural life of the country.

The organization of rural education centres and the distribution of teachers are now being considered and

measures will soon be taken in both these fields. The principal points of the programme are the following: teaching in Laotian; leadership for young people (the teachers will themselves have spent a period in the school for youth leaders); adult education; medical care (each teacher will have to take a course in first aid). Each centre will be equipped as a first-aid post with an emergency medicine chest.

As stated above, French is still used as the medium of instruction. Since, however, there is no language problem in Laos, for Laotian is spoken throughout the country, the Laotian people legitimately looks to the time when its language shall resume its former position as an instrument of culture, like the Siamese language, which is also of the Thai group. The constitution would seem to point in this direction when it says: 'The official language shall be Laotian. French shall be employed concurrently as an official language' (Article 6). The only obstacle to this new course arises from the lack of teachers trained in Laotian schools, which were neglected under the protectorate. At the moment a literary committee, despite its small numbers, is trying to think out this national problem anew.

French will continue to serve as the common language within the French Union, of which Laos forms part. French culture is greatly valued by the Laotian intelligentsia. But since the greater part of the population is agricultural, the government is bound to encourage the ever wider teaching of Laotian in primary and secondary education alike. The slowness of the civil service is most often due to the fact that the officials waste interminable time drafting documents in French, a language which they cannot handle with any ease.

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1. SUMMARY OF SCHOOL STATISTICS, 1949/50

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
<i>Public</i>					
Lower primary schools	522			25 105	4 903
Full primary schools					
Elementary cycle	59	1 110	92	7 757	2 256
Primary cycle				5 469	681
Pagoda schools	53			1 795	—
<i>Private</i>					
French primary schools	4	10	3	376	...
Religious schools	71	130	...	2 432	—
Secondary					
<i>Public</i>					
Lycée	1			464	100
Collèges	2	32	11		
Teacher-training school	1			262	34
<i>Private</i>					
Secondary school	1	4	2	37	—

Source. Laos. Ministère de l'Économie Nationale. Direction de la Statistique. *Annuaire statistique du Laos, 1949-50*. Saigon, 1951.

2. CLASS AND SEX DISTRIBUTION OF PUPILS IN PRIMARY AND SECONDARY SCHOOLS, 1952/53

Year of school course	Number of pupils enrolled	
	Total	F.
Total	37 666	8 075
1-3	31 616	7 077
4-6	5 284	848
7-10	656	143
11-13	110	7

Source. Laos. Ministère des Affaires Étrangères.

3. PUBLIC EXPENDITURE ON EDUCATION, 1950
(thousand piastres)

Item	Total	National education National budget	French education		
			Total	National budget	Budget of the common services
Total	20 935	17 949	2 986	2 609	377
Administration	3 256	846	2 410	2 392	18
Primary and upper primary education	16 586	16 397	189	—	189
Secondary education	170	—	170	—	170
Scholarships, grants, etc.	923	706	217	217	—

Source. Laos. Ministère de l'Économie Nationale. Direction de la Statistique. *Annuaire statistique du Laos, 1949-1950*. Saigon, 1951.

Note. Official exchange rate in 1950: 1 piastre = 0.04861 U.S. dollars.

LEBANON

Total population (1951 midyear estimate): 1,285,000.
Total area: 9,400 square kilometres; 3,600 square miles.
Population density: 137 per square kilometre; 360 per square mile.

Public expenditure on education (1951, budget of the Ministry of Education, representing 12 per cent of the national budget): 10,386,200 Lebanese pounds.

Throughout the educational history of Lebanon, the country has been marked by the large number of foreign and private institutions which have existed at all levels of instruction. The extent of this movement is best illustrated by the fact that although in 1949 the Lebanese universities had an enrolment of several thousand students, the first public secondary school was only in that year opening its doors to admit its first group of pupils.

Following World War I and the assumption by France

Official exchange rate: 1 Lebanese pound = 0.4525 U.S. dollar

Based on official sources, prepared in June 1953.

of the mandatory powers over Lebanon, education in the existing schools which had until then followed their own curricula and organization tended to follow the French system. Public education during the years of the mandate was limited largely to the primary level. State responsibility for public education has, however, increased since the declaration of independence in 1944 and now reaches the university level.

LEGAL BASIS

Article 10 of the Lebanese Constitution of 23 May 1926 guarantees freedom of teaching, provided it does not transgress upon public order or morals and is not disrespectful of any religion or sect. It also guarantees the rights of the religious denominations to establish their own schools provided they are established in conformity with the regulations laid down by the State.

Decrees regulating both public and private education are issued, as the need arises, by the President of the Republic acting upon the decision of the Council of Ministers. Among the latest of these decrees is Legislative Decree No. 25 of 6 February 1953 which outlines the responsibilities of the Ministry of National Education and Fine Arts. These include the general development of the educational movement, the organization, propagation and raising of the level of instruction, the support of sports and scouting activities, the preservation of antiquities and the encouragement of art. Decrees No. 6998 and 7002 of 1 October 1946 regulated the primary programmes and primary certificate examinations respectively. Decrees No. 6999 and 7003 of the same date dealt with the higher elementary programme and certificate examinations, while decrees 7001 and 7004, also of the same date, set the secondary school programme and regulated the baccalaureate examinations.

ADMINISTRATION

The Minister of National Education and Fine Arts is in charge of the administration of education in Lebanon and is a member of the Council of Ministers, which is responsible to Parliament. He is assisted by a Director-General of Education responsible for the central administration and the directors of the seven other departments of the Ministry. These directors are in charge of: the Lebanese University; primary and higher primary education; secondary education; vocational education and preparatory teacher training; the conservatory of music; antiquities; and the National Library.

The central administration is in turn divided into several sections which supervise cultural activities, inspection of schools, administration and finance, and regional education. The regional administration is entrusted to four primary inspectors who have charge of the four regions into which Lebanon is divided for purposes of educational administration. These are North Lebanon, Mount Lebanon, Beirut and Buqā', and South Lebanon—with the towns of Tripoli, Ba'abdah, Mu'allaqah Zahlah and Sidon as their respective centres.

Expenditure on public education comes almost entirely from the central budget of the government. The new decrees lay down, however, that where future primary schools are involved the local authorities and the community shall participate by providing the school building and equipment while the central administration provides the teaching staff and pays its salaries.

ORGANIZATION

The course of study provides for a kindergarten of two years to which children may be admitted at the age of three. This is followed by a primary school of five years ending in the primary studies certificate examination. Having passed this examination, a pupil may proceed either to the seven-year secondary school or to the four-year higher primary school which prepares pupils for the technical or the preparatory teacher-training schools.

In the kindergarten special attention is paid to the cleanliness of children and to games. Music and singing, numbers and moral stories relating to the pupils' environment and country are also taught.

Arabic is the medium of instruction in the primary schools where pupils are taught Arabic, object lessons, religion, hygiene, arithmetic, history and geography, drawing, singing, physical training and English or French as a second language.

According to the provisions of Decree No. 25, a primary school is to be established in every village and district where the number of primary school-age children is 30 or over. A complementary class is to be established wherever 20 children or more pass out of the top class in any one year. The same applies to schools for girls although the number laid down is 50. If no girls' school exists then, girls up to 12 years of age may enrol in the schools for boys.

In the private primary school the official course of study of the public schools is required to be followed though the principals have a choice of methods of teaching. Only textbooks approved by the Minister of National Education may be used in the teaching of history, geography and moral, civic and patriotic subjects.

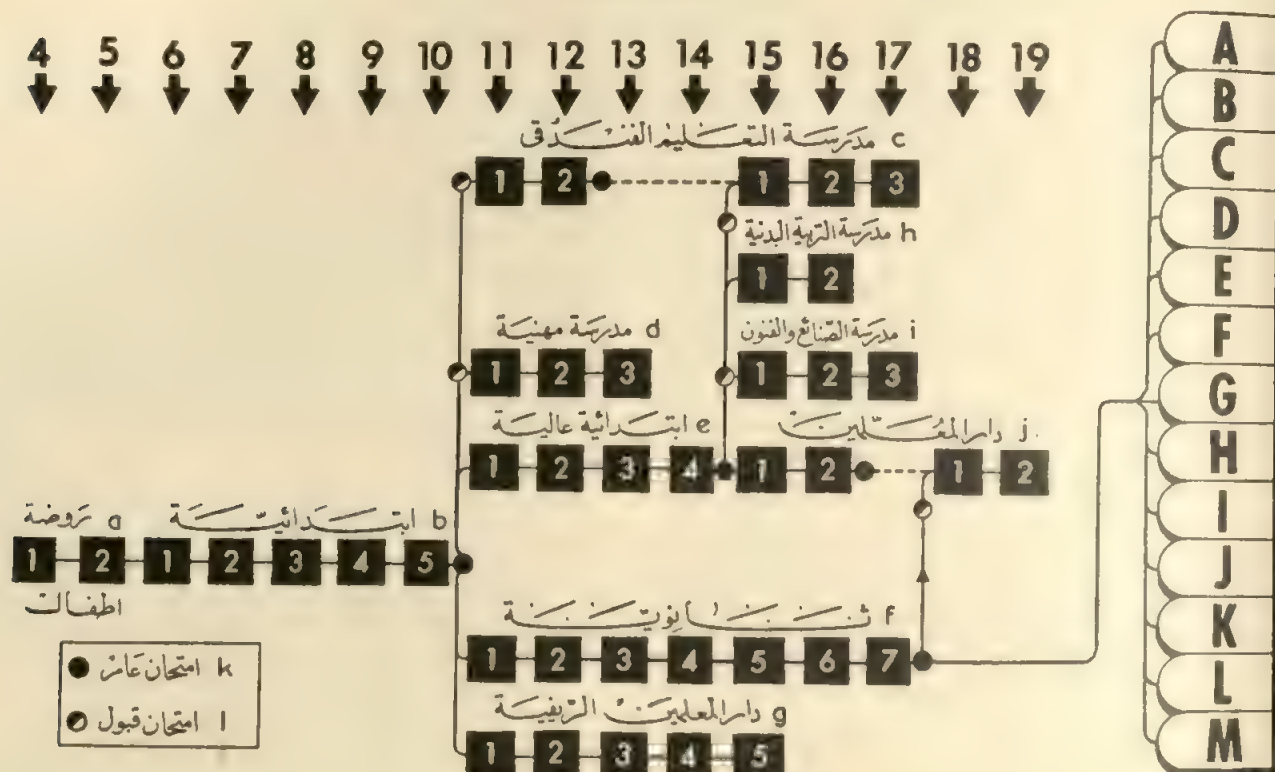
Higher primary schooling covers the same subjects as the primary school at a more advanced stage, plus physics, chemistry, biology and mathematics. During the first two years teachers are required to guide the pupils towards the course they should follow on completing this stage of their education. A public examination, both oral and written, is held at the end of the fourth year.

The primary and higher primary schools are supervised by 12 inspectors who are attached to the Ministry of National Education.

Secondary education in Lebanon is entirely private, except for the model school which the Ministry of National Education started in 1949 to serve as an exponent of the latest teaching methods. Teaching at the secondary level is in Arabic except for sciences and mathematics which are taught in English, French or Arabic, according to the pupils' choice. One second language is taught which should be the same as that chosen for science and mathematics. The first four years of the secondary school are general; the fifth and sixth years are divided into two streams of literature and science, while the seventh year is divided into two streams of philosophy and mathematics. Two inspectors supervise education at the secondary level.

A public examination, both oral and written, known as the baccalaureate examination, Part I, is held at the end of the sixth year, while the baccalaureate examination, Part II is held at the end of the seventh year. Successful candidates are awarded the secondary education baccalaureate.

DIAGRAM



GLOSSARY

- (a) *rawdat asfal*: pre-primary school.
 (b) *ibtida'iyah*: primary school.
 (c) *madrasat al-ilm al-funduqi*: vocational training school for hotel and restaurant personnel.
 (d) *madrasah mihanayah*: lower vocational training school.
 (e) *ibtida'iyah 'aliyah*: lower secondary school.
 (f) *thānawiyah*: general secondary school.
 (g) *dar al-mu'allimin al-rtfiyah*: rural teacher-training school.

- (h) *madrasat al-tarbiyah al-badaniyah*: specialized teacher-training school for physical education instructors.
 (i) *madrasat al-panā'at wal-funūn*: vocational training school of arts and crafts.
 (j) *dar al-mu'allimn*: teacher-training school.

EXAMINATIONS

- (k) *imtiḥān 'ām*: public examination.
 (l) *imtiḥān qubūl*: entrance examination.

HIGHER EDUCATION

- A. Nursing and midwifery.
 B. Teacher-training institute.
 C. Institute of statistics.
 D. Medicine.
 E. Engineering.
 F. Law.
 G. Oriental literature.
 H. Philosophy and theology.
 I. Pharmacy.
 J. Literature.
 K. Sciences.
 L. Dentistry.
 M. Fine arts.

An advisory board composed of representatives from the Ministries of Public Works, National Economy and Finance and the unions of engineers and industrial workers supervises vocational and technical education, under the chairmanship of the Director-General of Education. Technical education is mainly provided at the National School of Arts and Crafts, which has a three-year course. Pupils who have passed the higher primary school certificate are admitted only on a competitive basis. There are four sections in which they may enrol: building management, civil engineering, mechanics and industrial chemistry. A public examination is held at the end of the third year and successful candidates are awarded either an 'assistant-

engineer' certificate or a 'certificate of study' depending on the standard of passing.

Other vocational schools exist for the training of carpenters, electricians, etc. The courses cover three years and pupils carrying the primary studies certificate are admitted on a competitive basis. The best 10 pupils at each school are awarded a government grant for the first nine months of their studies.

A domestic science training college has recently been established with two branches. The first covers a course of two years and admits pupils who hold the primary studies certificate. The second branch is for special training and covers a three-year course admitting pupils who carry

the complementary primary certificate. A pupil may, however, on completing his two years, proceed from the first branch to the second. All pupils are admitted as boarders at the expense of the central administration.

Higher Education

Lebanon has three universities, one of which, the Lebanese University, is a government establishment founded in 1951 with the specific aim of meeting deficiencies rather than competing with already existing facilities for higher education. It was started with a higher teachers' institute capable of receiving 150 students in its three sections: literary, scientific, and artistic. A year later an institute of statistics was started with an economic section of commerce, industry, agriculture and finance and a social section of demography, labour and health.

The Université St. Joseph, founded in 1875, is a private Jesuit institution which provides higher training in medicine, dentistry, engineering, law, oriental literature and philosophy and theology.

The American University of Beirut was founded in 1866 with an enrolment of 16 students. It now has over 2,000 students in its faculties of medicine, pharmacy, arts and sciences, nursing, its institute of music and its primary and secondary sections.

There are also two private higher institutes: the Lebanese Academy of Arts, and the Higher School of Letters.

EDUCATION AND STATUS OF TEACHERS

Pupils planning to take up teaching as a career may proceed to the primary teacher-training school on having completed at least the higher primary course and passed a competitive entrance examination. Following a two-year course, successful candidates are awarded the primary teaching certificate which entitles them to occupy posts on the teaching staff of the primary schools. They may, however, proceed to the continuation teacher-training school with a two-year course which also admits pupils carrying the secondary education baccalaureate. Graduates of this school may be appointed to teach in the higher primary and primary schools.

Pedagogical training includes the history of pedagogy, methods and experimental pedagogy. Students are also given training in experimental and child psychology as well as a practical course of instruction at a primary school and lessons under the supervision of an experienced teacher.

A physical training school with a two-year course admits pupils who have passed the higher primary certificate. Graduates are entitled to teach at both the primary and higher primary schools.

Plans have been formulated to start a rural teacher-training school with a five-year course, admitting pupils who hold the primary studies certificate. Graduates will be employed in schools in villages with a population of less than one thousand inhabitants. They may not be transferred elsewhere.

Pupils who have passed the secondary education baccalaureate may enrol at the higher teachers' institute of the Lebanese University. After a course of three years and a

year of specialization, successful graduates are awarded a secondary teaching certificate which allows them to teach in the secondary schools.

Holders of teaching certificates are employed for a year on probation, after which their appointments are made permanent. Graduates of the training schools are obliged to remain in service for five years, those of the higher teachers' institute have to remain for 10 years. Resignation is only accepted on payment of training fees.

The status of teachers in government establishments was defined in a decree promulgated on 1 June 1950. It fixes the various grades of teachers and establishes salary scales in accordance with qualifications. Another decree passed the same year defines the status of teachers in private establishments and determines their hours, salaries in accordance with their qualifications, and their rights in respect of old age and dismissal indemnities.

SCHOOL WELFARE SERVICES

A higher sports council co-ordinates the activities of the various sports clubs throughout the country and organizes regional, national and international sports meetings. Rules have been drawn up concerning athletic and health training in schools. Public examinations now include a physical test, suited to boys or girls as the case may be, the results of which are entered on the pupil's sports and health cards.

A school medical service for both public and private schools exists and special attention is given to the pupils' physical development.

TRENDS AND PROBLEMS

Like other Arab countries neighbouring Israel, Lebanon caters for the education of Arab refugee children from Palestine. In co-operation with UNWRA and Unesco, schools are now operating for most of the school-age children. One thousand five hundred children are receiving free education at the government's expense and several are also enrolled in the universities. The Unesco/UNWRA schools cater for over 9,000 children, while 11,000 refugee pupils are enrolled in private schools.

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1. HIGHER EDUCATION, 1950

Faculty	Number of faculties	Students	
		Total	F.
Total	15	3 125	247
Arts and science	5	1 540	61
Law	1	672	36
Medicine	2	442	31
Pharmacy	2	144	21
Dentistry	1	49	2
Nursing	1	77	77
Midwifery	1	19	19
Engineering	1	112	—
Theology and philosophy	1	68	—

Source. *Hawliyat al-thakāfah al-'arabiyah*, Cairo, Cultural Department of the Arab League.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951
(Lebanese pounds)

Item	Amount
Total budgetary expenditure	10 386 200
Central administration	406 300
Lebanese University	50 000
Secondary education	148 000
Primary education	6 292 900
Vocational and technical education	731 300
Art education	55 900
Re-education	121 900
Museums, monuments, etc.	638 200
National library	67 500
Agricultural education	786 200
Subsidies, scholarships and publications	1 088 000

Source. *Hawliyat al-thakāfah al-'arabiyah*, Cairo, Cultural Department of the Arab League.

Note. Official exchange rate: 1 Lebanese pound 0.4525 U.S. dollar.

3. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Public	1 ...	2 ...	2 ...	10 683	...
Private Lebanese	2 ...	4 ...	4 ...	19 464	...
Private foreign	3 ...	6 ...	6 ...	4 022	...
Primary					
Public schools	1 ...	2 ...	2 ...	68 787	...
Private Lebanese schools	2 ...	6 ...	6 ...	55 955	...
Private foreign schools	3 ...	6 ...	6 ...	23 936	...
Secondary					
Higher primary schools, public	1 ...	2 ...	2 ...	2 969	...
Higher primary schools, private Lebanese	2 ...	4 ...	4 ...	6 553	...
Higher primary schools, private foreign	3 ...	6 ...	6 ...	8 651	...
Secondary schools, private Lebanese	4 ...	6 ...	6 ...	2 826	...
Secondary schools, private foreign	5 ...	6 ...	6 ...	4 813	...
Vocational schools, public	1 ...	2 ...	2 ...	2 056	...
Vocational schools, private Lebanese	3 ...	4 ...	4 ...	1 937	...
Higher					
Universities	3	...	...	3 125	247

Source. *Hawliyat al-thakāfah al-'arabiyah*, Cairo, Cultural Department of the Arab League.

Note. Total female enrolment in all pre-schools, primary and secondary schools amounted in 1950 to 83,054. The above figures do not contain teacher training as follows: secondary teacher training in public schools (1948), 125 (42 female); higher teacher training (1952), 87.

1. Total number of public institutions: 997.

2. Total number of teachers in public schools: 2,383 (593 female).

3. Total number of private Lebanese schools: 643.

4. Total number of teachers in private Lebanese schools: 3,657 (1,830 female).

5. Total number of foreign schools: 148.

6. Total number of teachers in private foreign schools: 2,470 (1,409 female).

Total population (estimated): 2,500,000.
 Total area: 111,000 square kilometres; 43,000 square miles.
 Population density: 25 per square kilometre; 60 per square mile.
 Total enrolment in primary schools (1952): 31,878.
 Pupil-teacher ratio: 26.

Public expenditure on education (over-all budgetary appropriation for education, 1952): 954,000 dollars.

Cost per pupil: 28 dollars (including new buildings, books, equipment, etc.).

Official exchange rate: 1 Liberian dollar = 1 U.S. dollar.

Prepared by the Department of Public Instruction, Monrovia, in December 1952.

The Republic of Liberia is situated on the west coast of Africa between the British Colony of Sierre Leone on the west, and the French Ivory Coast on the east. It lies about 10 degrees north of the equator; the climate is tropical.

The Republic was founded in 1847, when representatives from the three counties of Montserrado, Grand Bassa and Sinoe, then known as the Commonwealth, assembled in a constitutional convention in the town of Monrovia and declared themselves a free sovereign State, by the name and style of the Republic of Liberia.

The Republic consists of five counties: Grand Cape Mount, Montserrado, Grand Bassa, Sinoe and Maryland; three provinces: Eastern, Central and Western, and one territory, Marshall. Its government is divided into three branches: legislative, executive and the judiciary. The legislative branch, which comprises the House of Representatives and the Senate, enacts the laws of the land.

LEGAL BASIS

The Education Act of 1900, amended in 1912, 1937 and 1943, provides the legal basis for public education in Liberia. Under the Act, public education is the function of the national government, and all educational establishments in the country, whether public or private and of whatever nature, operate under the control and direct supervision of the Secretary of Public Instruction, who holds cabinet rank.

Compulsory education under the Education Act starts for all children at the age of 6 and ends at 16. Quite recently, the problem of compulsory education has shifted from one of attendance to that of providing accommodation and facilities. Consequently there is no obvious need for the enforcement of this law.

ADMINISTRATION

Because of the centralized nature of school administration in Liberia, all educational activities are controlled from the Department of Public Instruction. The Secretary of Public Instruction, assisted by an under-secretary, an assistant secretary and other junior personnel, plans and directs the educational programme of the country.

For the purpose of good administration, the Education Act provides that there shall be in each of the five counties and three provinces one Supervising Teacher, who shall represent the Secretary of Public Instruction in all educational matters. The eight Supervising Teachers ensure that the educational standards set by the Department of Public Instruction through its curricula and departmental orders are maintained in their respective areas; they assist the school authorities and teachers in their districts in solving whatever administrative and instructional problems may arise. They keep the Secretary of Public Instruction informed of the educational climate in their respective counties and provinces.

In addition to the Supervising Teachers, the Department of Public Instruction numbers other officials under the Inspector of Foreign Missions, whose duties are as follows:

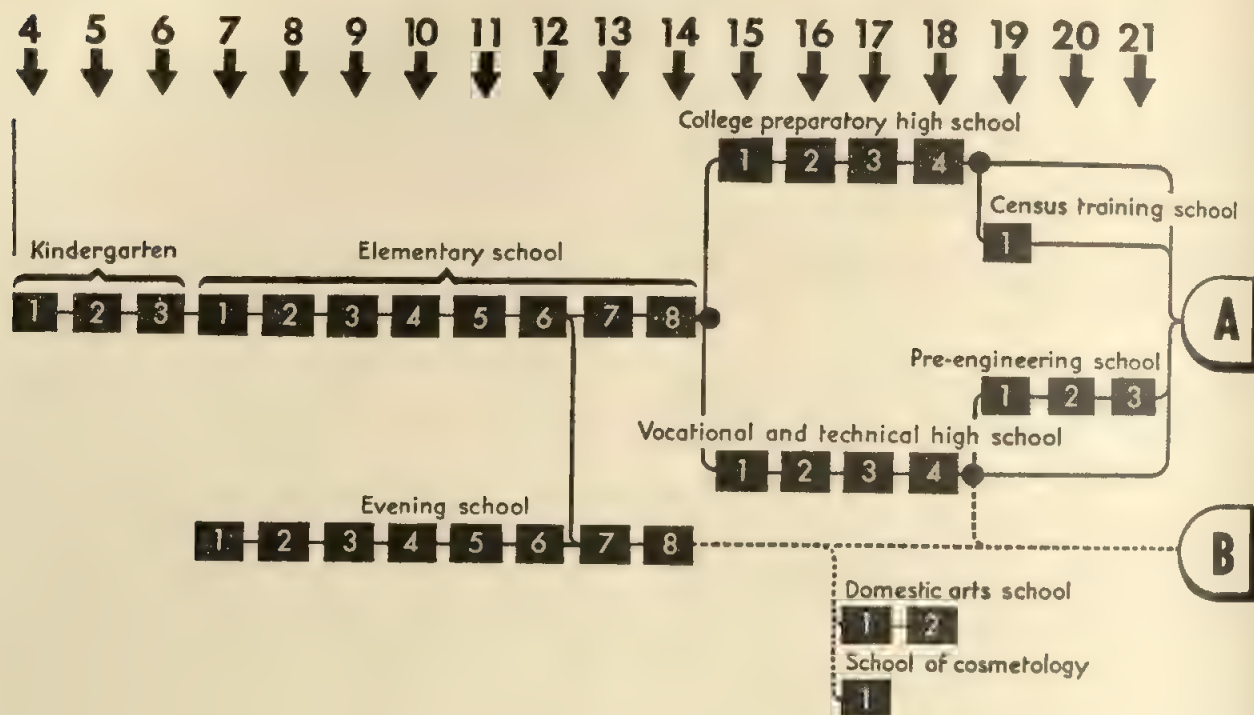
1. To visit all mission stations or centres at least once every term.
2. To ascertain and compile facts and data on and about the educational and religious activities of the missions.
3. To suggest, recommend and/or assist in devising means for the improvement of mission schools.
4. To enforce strict adherence to the educational policy of the government.
5. To perform such other duties as may be required by the Secretary of Public Instruction and/or the President of Liberia.

In keeping with the expanded programme of education, which during the past five years has emphasized adult education, a literacy campaign section has been added to the department. This is headed by a literacy expert as director who is assisted by a staff of trained literacy specialists.

Finance

Since the administration of education in Liberia is more or less centralized, all public schools from kindergarten to university are financed by the national government. The funds are obtained from the general revenue and appropriated yearly by the national legislature in keeping with budgetary estimates submitted by the Secretary of Public Instruction. In addition to financing the public schools, the government also subsidizes yearly the various mission, private and philanthropic schools. During 1952 these

DIAGRAM



GLOSSARY

census training school: specialized vocational training school for statisticians.

college preparatory high school: general secondary school.

domestic arts school: vocational training school of home economics for adults.

elementary school: primary school.

evening school: part-time school for adults

covering a course equivalent to primary education.

kindergarten: pre-primary school.

pre-engineering school: vocational training school of engineering.

school of cosmetology: vocational training school of cosmetology.

vocational and technical high school: vocational secondary school.

HIGHER EDUCATION

- A. *University*, with faculties of liberal arts, science, education, law, and including a teachers' training college.
- B. *People's college*, adult education department of the University of Liberia.

schools received altogether 73,400 dollars as government subsidy. The total expenditure for education for the 1952 fiscal year was a little less than 12 per cent of the national budget.

Buildings

Public school buildings are provided and maintained by the national government. This is due to the centralized system of educational administration.

One of the gravest problems confronting public education in Liberia is the inability of school buildings to accommodate the tremendously increased enrolment and school population.

ORGANIZATION

Schools in Liberia are classified for operation in five cate-

gories: (a) public schools, run entirely by the government; (b) mission schools, supported by a Foreign Mission Board with government subsidies and operated by foreign missionaries assisted by qualified Liberian teachers; (c) private schools, maintained by private citizens with government aid; (d) philanthropic schools, operated on endowments; (e) tribal schools, maintained by tribal authorities and conducted by licensed Liberian teachers.

From the standpoint of activities the educational programme may be considered under the following headings:

Pre-school education. Kindergarten education in Liberia is comparatively recent. The schools are conducted by trained Liberian kindergarten teachers and admit children from the age of 4 to 6. In some cases children below 4 have been admitted.

Primary education. The elementary schools receive boys

and girls from the first to the eighth grades. Because of the peculiar educational situation in Liberia, age plays very little part in determining admission to elementary school. However, it is hoped that, as conditions improve, the authorities will inaugurate the entrance by age system, which makes for better learning and promotes homogeneity.

Curricula. The following subjects are taught in the elementary schools: English, reading and writing, spelling, social studies, nature studies, arithmetic, Liberian history, health and physical education, and in mission schools, religious instruction. The secondary school curriculum consists of general science, high school biology, chemistry and physics, algebra, geometry and commercial arithmetic, English, social science and physical education. The curricula of the vocational schools vary according to the nature of the training. Beauty culture, child care, sewing and dress designing, cooking, secretarial training, carpentry, mechanics, furniture making and brick masonry are among the subjects offered in these schools.

The textbooks used are from the United States. There is no one school system whose textbooks are used. Choice of textbooks rests with the Department of Public Instruction and the same books are used throughout the Republic, whether private or public schools.

The medium of instruction in all schools is English.

Methods of certification. Students are passed from one grade to another by examination from the teacher or teachers of each grade. An eighth-grade certificate is granted after completion of the eighth grade. A high school diploma is granted after completion of the twelfth grade.

Students go from the eighth grade into either a vocational and technical high school (of which there is only one) or a college preparatory high school course.

Secondary education. The secondary schools in Liberia accept graduates from elementary schools and carry them through four years of high school work. Most of the courses offered by these schools are college preparatory in content.

Vocational education. Vocational and technical education represents the new trend in educational activities in Liberia. Its inauguration in the past five years is due to the rapid industrial and economic development of the country. The programme is designed to produce trained technicians, mechanics and other workers able to perform the many technical jobs that will emerge from industrialization. It is a new programme and its organization is not yet completed. However, there are five schools operating in Liberia under this category.

Higher education. There are two institutions of higher learning in Liberia: the University of Liberia, supported by the government, and Cuttington College, which is a joint missionary effort receiving government aid. The University of Liberia carries a teacher-training faculty for its teachers' college, a science faculty, a faculty of law and a liberal arts faculty. It awards the degrees of bachelor of science in education and bachelor of arts. In the near

future the university will be awarding the bachelor of law degree, and bachelor degrees in any of the natural sciences.

In addition to the local facilities for higher education, the government also offers scholarships for study in foreign countries. In the course of this year 53 scholarships and 31 grants-in-aid were awarded for study abroad. The 1952 awards brought the total number of Liberian students studying abroad to 217.

ADULT EDUCATION

The aim of adult education in Liberia is to make the Republic a literate nation in the official language, English. The great bulk of the population does not yet speak English, and the government is attacking the problem through the various indigenous languages of Liberia. Adults spend a month or two becoming acquainted with the tools of literacy in their own language before transferring to English. Missions and the government co-operate in this work. There is a Director of Literacy under the Department of Public Instruction. At the end of 1952 there were 70 literacy teachers throughout the Republic. The National Literacy Campaign is under the general Department of Public Instruction.

The University of Liberia has a people's college department open to adults of any grade level who can read and write and who desire further training in their vocations. It carries no certificate.

There are night schools, primarily for adults who have been to school but, as children, dropped out early in their school career. Anyone who has passed the sixth grade can go either into a regular elementary school in order to receive the eighth-grade certificate or to a night school which offers eighth-grade certificates.

There are newly established vocational schools, most of which are actually in-service training schools. Adults already in business, engineering, homemaking, beauty culture, etc., are given opportunity after work hours to take additional training.

EDUCATION AND STATUS OF TEACHERS

Since the founding of the W.V.S. Tubman Teachers' College, teaching in Liberia has been raised to a professional level. In order to become a recognized teacher in Liberia, it is now necessary to have completed four years' training. Upon completion of the four years' professional training teachers are awarded bachelor of science degrees in education by the University of Liberia.

The teacher-training programme of the W.V.S. Tubman Teachers' College is organized on a two-year general education and two-year professional training basis. It prepares teachers for both elementary and secondary education.

The total requirement for students in education for four years is 124 term-time hours.

All public school teachers are appointed by the Secretary of Public Instruction upon application and/or the recommendation of the Supervising Teachers. Mission

and private schools submit the names of their prospective teachers to the Secretary of Public Instruction for approval. Public as well as mission and private school teachers thus approved are given licences signed by the Secretary of Public Instruction to teach in any school in Liberia, in keeping with their qualifications, for one calendar year.

Public school teachers are promoted by the Secretary of Public Instruction on the basis of qualification and proficiency. They are retired with pension after 25 years of active service.

TRENDS AND PROBLEMS

The principal trend in education in Liberia is the organization and operation of activities along vocational and technical lines. Education is conceived as something practical and therefore should aim at the maximum development of the human and natural potentialities of the country. This philosophy now permeates Liberian education.

The problems confronting education in Liberia are many. Foremost among them are the demand for trained teachers for the execution of the nation's educational programme, and inadequate buildings and equipment. Great efforts are being made by the government to remedy this situation.

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LIBYA

Total population (1952 estimate): 1,150,000.

Total area: 1,750,000 square kilometres; 679,358 square miles.

Population density: 0.7 per square kilometre; 1.8 per square mile.

Population within school age limits (estimate): 172,000.

Total enrolment: 39,103 in primary schools.

Enrolment of girls as percentage of total: 15 per cent in primary schools.

Pupil-teacher ratio: 32 in primary schools.

Illiteracy rate (estimate): 85 per cent for males aged 15 and over.

Total revenue: federal and provincial government revenue, estimated in 1952/53 at 5,919,463 Libyan pounds.

The United Kingdom of Libya, whose independence was declared on 24 December 1951 under the auspices of the United Nations, is a federal Arab State in North Africa comprising the three *wilayaat* (provinces) of Tripolitania, Cyrenaica and the Fezzan, with Tripoli and Benghazi as the western and eastern capitals. Prior to Libya's inde-

SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Institutions	Teachers	Students
Pre-school			
Government kindergartens	4	...	444
Mission kindergartens	3	...	...
Primary			
Government schools	234	717	18 465
Mission schools	158	428	10 580
Private and other schools	21	{ 83	1 756
Fiscalized Firestone schools	10		725
Tribal schools	22		352
Secondary			
<i>General</i>			
Government high schools	{ 17	...	340
Mission high schools		...	704
<i>Vocational</i>			
Elementary and post-elementary	5	...	426
Higher¹			
Liberia College	1	...	400
Cuttington College and Divinity School	1	...	37

Source. Liberia. National Commission for Unesco.

1. In addition, 217 Liberian students were studying abroad.

Public expenditure on education: estimated at 620,830 Libyan pounds (including some expenditure on health services).

Cost per pupil: estimated at 4-5 Libyan pounds in primary, and 11-12 Libyan pounds in secondary schools.

Official exchange rate: 1 Libyan pound = 2.80 U.S. dollars.

Prepared in co-operation with the United Nations Technical Assistance Mission in Libya, in March 1953.

pendence, education was conducted on Italian lines until it was disrupted during the war years to be gradually reorganized under British and French military administrations. The present system is the outcome of these various forces of the past coupled with the new trends which are rapidly being implemented in the young State.

LEGAL BASIS

The constitution, adopted by the National Assembly on 7 October 1951, refers to education in Articles 28, 29 and 30, which read as follows :

Article 28: Every Libyan shall have the right to education. The State shall ensure the diffusion of education by means of the establishment of public schools and of private schools, which it may permit to be established under its supervision, for Libyans and foreigners.

Article 29: Teaching shall be unrestricted so long as it does not constitute a breach of public order and is not contrary to morality. Public education shall be regulated by law.

Article 30: Elementary education shall be compulsory for Libyan children of both sexes; elementary and primary education in the public schools shall be free.

In 1952 statutory provision for the educational system was embodied in the Education Law (No. 5 of 1952), the first article of which specifies that: 'With a view to fulfilling the provisions of Articles 28, 29 and 30 of the Constitution of the United Kingdom of Libya as soon as may be reasonably practicable, public schools shall be established and maintained by the Administration in each Province, in accordance with the means available to it, sufficient for the compulsory elementary education, and for the primary and secondary education of all Libyan children in the Province. No Libyan student shall be deprived of his right to education at any stage except in accordance with the provisions of the law, and no student shall even be prevented from taking his examinations. So far as circumstances shall permit, schools and other institutions shall also be established and maintained by the Provincial Administrations for the further education of Libyans up to the stage of university or other higher education. Provincial authorities shall establish boarding sections in schools, especially for those pupils who live far from the schools.'

ADMINISTRATION

Education in each of the three provinces is under the supervision of a *nazir* (executive councillor) of education, who is responsible to the Legislative Council of the *wilayaah*, which is in turn responsible to the *wali* (governor of the province). The general supervision of the system of education, including the approval of the syllabuses and courses of instruction, the educational standards to be reached, examinations and the issue of certificates of proficiency, the qualifications of teachers and the inspection of private schools is carried out by the Federal Minister of Education. The Minister is advised and assisted by a Higher Council of Education composed of the Minister himself, the Federal Director-General of Education and the *nazirs* of education in the provinces as well as six Libyans nominated by the Minister.

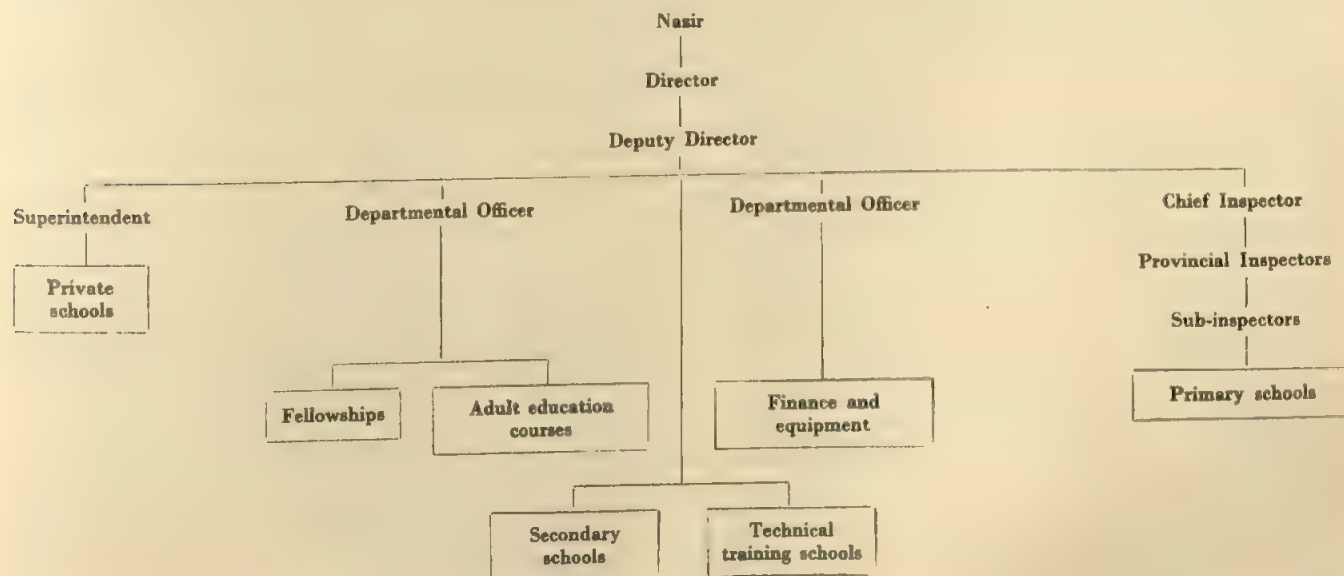
The *nazir* is assisted by a director and a deputy director who take direct charge of secondary education. The other functions, including primary education, are entrusted to departmental heads, inspectors or officers.

The administrative diagram below outlines the responsibilities and the departments of education of the three provinces.

Inspection is mainly carried out by the provincial inspectors, and federal inspectors, for special subjects, including the education of women and teacher training, supervise schools on behalf of the Federal Ministry of Education.

Finance

Expenditure on education by the Federal Ministry of Education is paid out of the revenue of the United Kingdom of Libya. Expenditure by the provincial departments is derived from the revenue of the provincial administration, supplemented where necessary by grants from the central government. The budgets of the departments of education are drawn up by the Nazir of Education and approved



by the Nazir of Finance. These are then submitted to the Provincial Legislative Council and subsequently to the Parliament of Libya for approval.

In addition to expenditure by the authorities on school buildings, the Libyan Development Agency and the Libyan American Technical Assistance Service are providing funds for additions and alterations to existing schools, which are mostly installed in converted barracks and buildings constructed during Italian rule. School buildings, whose number is far from sufficient, constitute a serious problem. Because of the shortage of space and teachers a shift system is followed at most schools, some children attending schools in the morning and others in the afternoon.

ORGANIZATION

Primary education consists of a six-year course. The usual age range of pupils is 7 to 12 years, but no regulations have yet been issued to fix the entrance age or enforce attendance. A number of incomplete primary schools exist, and these are being extended to the full course as circumstances permit. The primary curriculum is based on that followed in Egypt; Arabic is the medium of instruction and subjects include the Koran and religion, Arabic, arithmetic, geometry, history and civics, geography, elementary natural science, hygiene, drawing, practical work and physical education. With the assistance of Unesco, geography and history syllabuses have been prepared to suit Libyan conditions. Separate schools for girls in Tripolitania and Cyrenaica include subjects like needlework in the curriculum; there is, however, a growing tendency to send girls to boys' schools.

Beside the public school system, most of the mosques maintain Koranic schools where children are taught the three Rs and religion. Special schools with their own curricula cater for Italian children; in the main these are financed by the Italian Government, but they receive some assistance from the Libyan authorities.

On completing the six-year course, pupils take a primary school leaving examination. However, those proceeding to a secondary school have to take an additional entrance examination.

Responsibility for secondary and vocational education rests with the provinces. The 1952 Education Law lists the existing establishments in Tripolitania and Cyrenaica and provides the authority for further expansion. Secondary schools proper have a five-year course with a curriculum similar to the Egyptian. One foreign language, English, is taught, and a second, French, is optional. Post-primary classes for girls have been started, with a view to the development of complete secondary schools when the enrolment is sufficient.

Vocational education at secondary level has been treated as a matter of priority by the new State. Tripolitania and Cyrenaica have trade and agricultural schools, and a Technical and Clerical Training College in Tripoli is maintained with the assistance of Unesco and the International Labour Organisation. These schools provide a practical three-year course for training skilled workers.

Libya has no facilities for higher education and students

intending to follow university courses are granted government scholarships for study abroad. In addition, the United Nations and its Specialized Agencies are providing fellowships for higher and specialized education. At present there are 128 holders of such scholarships and fellowships studying in Egypt, Algeria, Lebanon and England.

Evening classes for adults exist in Tripolitania and Cyrenaica. There are some 1,300 pupils attending them, learning English and Arabic. No literacy campaigns are yet under way but plans have been drawn up to conduct such classes in the near future with the co-operation of a Unesco expert in adult education, who has started an experimental course at Brak, in the Fezzan.

Teacher Training

There are two teacher-training centres in Tripolitania, one for boys and the other for girls. Plans are being executed for the establishment of another two centres in Cyrenaica, as provided by the Education Law of 1952. Courses are of a four-year duration and students are recruited from primary school leavers by means of an entrance examination and a selection committee. The girls' training centres have two streams: selected girls go in for the training course while others follow a general secondary course.

The teacher-training colleges and the technical schools are supervised by a board of management composed of officials of the provincial department of education, and representatives of the Nazirate of Finance of the province, the Federal Director-General of Education, the Unesco Mission in Libya and the Libyan American Technical Assistance Service. The board meets under the chairmanship of the Nazir of Education. Matters concerning the appointment, transfer and discharge of the teaching staff have to be referred to the Civil Service Committee of the province.

These teacher-training institutions are intended to staff the country's primary schools. For the present the Libyan Government has to rely on foreign teachers, and a considerable number of Egyptians and Palestinians are now employed in the teaching profession, especially at the teacher-training centres.

TRENDS AND PROBLEMS

In a short space of time the new State has evolved the main lines of an educational system and policy. The problems are vast. Limitations in the budget and indeed in the national capacity to pay for a service which has largely to be built up afresh represent the most serious obstacle. Allied to this is the lack of trained teachers and of educated leadership. Yet it is realized that educational development is essential if the Libyan people are to raise their standards of living and take their place in the modern world. The constitution and its expression in administrative terms, the 1952 Education Act, indicate the principal goals of educational effort—to generalize primary schooling and to expand vocational and teacher training at the intermediate level.

Special problems also arise: the backwardness of girls' education is being dealt with progressively; the issue of a large nomadic population (amounting to as much as 70 per cent of the population of Cyrenaica) has yet to be faced.

The reconstruction of Libyan education has been aided

very considerably by international action within the framework of the United Nations. Both preparatory surveys and educational projects have been undertaken by educational staff provided by the United Nations and its Specialized Agencies.

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SUMMARY OF SCHOOL STATISTICS, 1952/53

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Primary schools in Tripolitania	153	736	113	23 665	3 762
Primary schools in Cyrenaica	72	481	70	14 568	2 209
Primary schools in Fezzan	19	24	—	870	—
Secondary					
<i>General</i>					
Secondary schools in Tripolitania	2	54	—	658	—
Secondary schools in Cyrenaica	3	32	4	370	16
<i>Teacher training</i>					
Training colleges in Tripolitania ¹	2	18	12	267	116
Training colleges in Cyrenaica	1	7	2	33	9
<i>Vocational</i>					
Training centres in Tripolitania ²	2	30	—	268	—
Training centres in Cyrenaica ²	2	12	—	146	—

Source. Unesco. Mission to Libya. Report. 1953.

1. Including some post-primary classes.

2. Including 5 part-time teachers (1 female).

3. Including 2 agricultural training centres with 103 pupils.

PRINCIPALITY OF LIECHTENSTEIN

Total population: 14,000.
 Total area: 157 square kilometres; 60 square miles.
 Population density: 89 per square kilometre; 233 per square mile.
 Enrolment of girls as percentage of total: 50 per cent.
 Pupil-teacher ratio: 34 in primary schools.

National income: 5,540,000 Swiss francs.

Public expenditure on education: 550,000 Swiss francs.
 Cost per pupil: 255 Swiss francs.

Official exchange rate: 1 Swiss franc = 0.2308 U.S. dollar.

Prepared by the Department of Education, Vaduz, in February 1953.

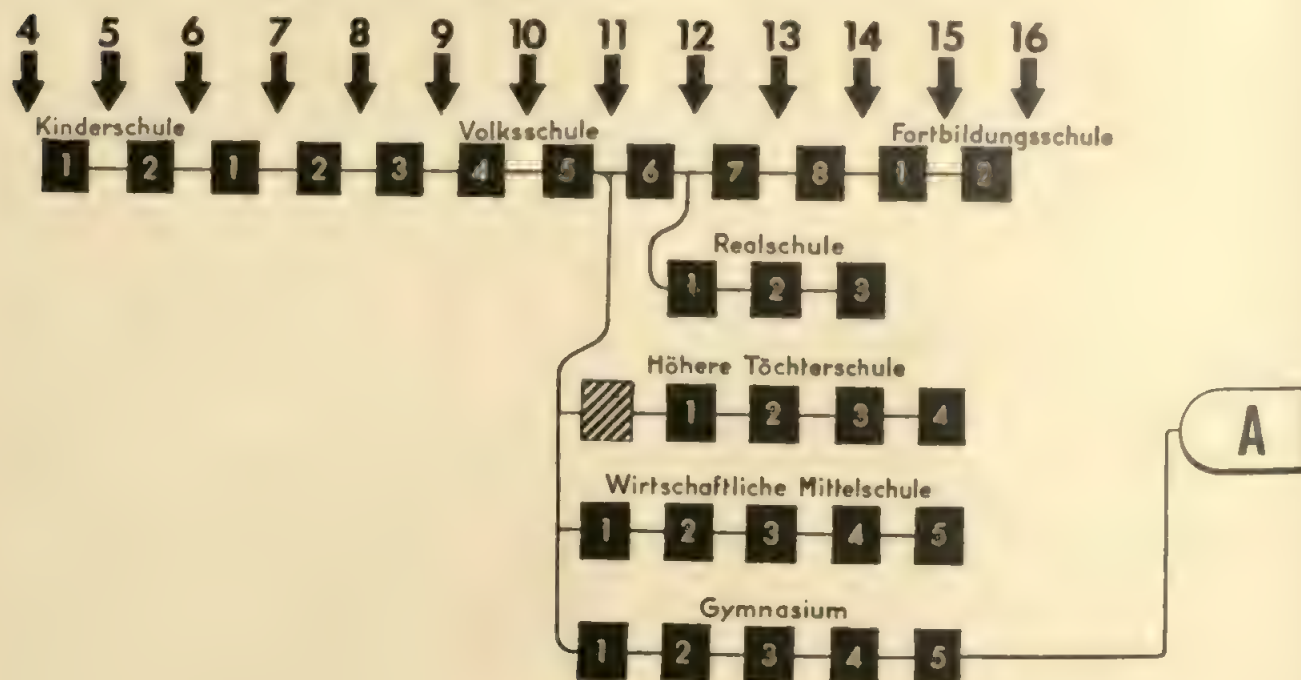
LEGAL BASIS

Articles 15, 16, 17 of the Constitution, together with the School Law of 20 September 1929 and subsequent amendments, provide the legal framework for education in Liechtenstein.

ADMINISTRATION

The highest educational authority is the State Educational Council (*Landesschulrat*) consisting of five members who serve for a period of four years. The Council is charged with administering and superintending the whole educa-

DIAGRAM



GLOSSARY

Fortbildungsschule: part-time vocational training school offering winter courses in agriculture for boys, and domestic subjects for girls.
Gymnasium: general secondary school.

höhere Töchter Schule: general secondary school for girls.
Kinderschule: pre-primary school.
Realschule: lower general secondary school.
Volksschule: primary school.

wirtschaftliche Mittelschule: vocational secondary school with commercial bias.

A. Upper secondary and university education abroad.

tional system without prejudice to the rights of the Catholic Church in matters of religious instruction. All educational theory and practice are guided by the general philosophical principles of the Church. A Director of Education (*Schulkommissar*), appointed for a term of six years, is responsible for carrying out the instructions of the State Council, for seeing that the school laws are implemented and for the inspection of all schools.

At the local level, direct control of education is exercised by the municipal school council, consisting of five members, holding office for four years. Under the chairmanship of the parish priest, this body sees to the carrying out of directives received from the central authority.

Finance

The State pays teachers' salaries, finances the school medical and dental services, grants subventions for the construction of new school buildings and for structural alterations to those already in service, gives financial assistance to provide school equipment for needy children and awards bursaries for students and pupils in vocational and technical schools.

The municipality is responsible for the construction and maintenance of school buildings, for equipment and supply, and for the teacher's residence.

ORGANIZATION

Pre-primary schooling is provided by municipal kindergartens (*Kinderschulen*). Children usually enter these schools at about 4 years of age but attendance is not compulsory.

Primary education begins at the age of 6 years 4 months and is free and compulsory throughout the eight-year full-time course provided by the primary school (*Volksschule*). A continuation school (*Fortbildungsschule*) provides instruction in agriculture for boys, covering two successive winter courses, and there are corresponding courses in housekeeping, handicrafts and cookery for girls.

A varying amount of secondary education is at present available at four institutions. There are two intermediate schools (*Realschulen*) at Vaduz and Eschen, which provide a three-year course for pupils who have completed six years of primary schooling and therefore enter intermediate school at the age of 12 plus. Subjects taught include English and French. The Institut St. Elizabeth, at Schaan, is a private high school for girls (*höhere Töcherschule*) run by a religious order and receiving pupils who have completed five years of primary schooling. A preparatory year is followed by four classes. The curriculum includes foreign languages and commercial subjects. Until 1953 the Kollegium Marianum, a private high school (*Gymnasium*) for boys, provided an eight-year course of secondary education, including foreign languages and commercial subjects, based on five years of primary schooling. As from 1954, the school will offer only a five-year course, and pupils wishing to complete other secondary studies will go to institutions abroad. On the other hand, 1954 will see the inauguration of a new intermediate school (*wirtschaftliche Mittelschule*) with a curriculum including foreign languages and commercial subjects.

Liechtenstein has no universities or other institutions of higher education. Degrees and professional qualification acquired in foreign universities are recognized.

1. SUMMARY OF SCHOOL STATISTICS 1951/52

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.
Kindergartens	10	11	11	...	...
Primary schools, public	14	52	17	1 790	905
Continuation school	...	8	6	225	134
Secondary schools	2	10	2	139	45
Girls' high school, private	1	7	7	52	52
Boys' high school, private	1	13	—	77	—

Source. Schulkommissariat des Fürstentums Liechtenstein, Vaduz.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951/52 (in Swiss francs)

Item	Amount
Total	599 000
Primary schools	423 000
Intermediate schools	90 000
General expenditure	30 000
Medical and dental service	6 000
Scholarships	50 000

Source. Schulkommissariat des Fürstentums Liechtenstein, Vaduz.
Note. Official exchange rate: 1 Swiss franc = 0.2308 U.S. dollar.

LUXEMBOURG

Total population (1951 midyear estimate): 300,000.
Total area: 2,586 square kilometres; 998 square miles.
Population density: 116 per square kilometre; 300 per square mile.
Population within compulsory school age limits: 27,672.
Total enrolment: 27,672.
Enrolment of girls as percentage of total: 49 per cent in primary schools.
Pupil-teacher ratio: 27 in primary schools.

LEGAL BASIS

See Luxembourg Constitution, Article 23.

ADMINISTRATION

Education is administered by the Ministry of Education, which deals with all questions concerning primary, secondary, higher and vocational education, teacher-training schools (for men and women), arts and sciences, museums, libraries, archives, and the education of blind, deaf-and-dumb and backward children.

The local authorities are only concerned with the administration of primary and higher primary education. Every four years the municipal councils draw up standard regulations regarding holidays, school timetables, the division of classes, the sums required for the ordinary upkeep of the school and the purchase of school supplies, and expenditure on miscellaneous additional services. Every year the councils consider possible amendments to these regulations and draw up lists of pupils coming within the compulsory school or continuation age limits. The municipal councils nominate teaching staff by making a selection from among the three candidates placed first by the district school inspector. The councils may take certain disciplinary measures in regard to the staff. Their decisions on school questions must be countersigned by the inspector and submitted to the Ministry of Education for approval.

The supervision of primary education is carried out: (a) on the municipal level, by the council and the local school commission. The latter is composed of the mayor, a representative of the Church, and one to three other members. It ensures that schools are regularly attended and school hours regularly observed, and informs the municipal authorities of any work on the school premises or equipment which may be required; (b) on the national level, by the government and, under its instructions, by the Education Commission and the inspectorate.

The Education Commission gives its opinion on questions of principle and of general interest; it reports to the government on such reforms as it may deem necessary and desirable, and on such abuses or breaches of regulations as may have been notified to it; and it approves books for adoption as school textbooks.

National income (1949): 8,800 million Belgian francs.
Public expenditure on education (1951): 199,129,000 Belgian francs.
Cost per pupil: 4,330 francs in primary education.
Official exchange rate: 1 Belgian franc = 0.02 U.S. dollar.

Prepared by the Ministry of Education, Luxembourg, in April 1953.

The staff of the inspectorate consists of a principal inspector and from six to eight inspectors, of whom one or more are women specially responsible for the supervision of nursery schools and girls' schools.

Private primary schools are subject to inspection by the same authorities as are responsible for the supervision of public education. Secondary schools are subject to State supervision, which is exercised through their headmasters and through committees of trustees set up in each secondary education establishment. Technical schools are supervised by the government, through the agency of the headmasters and supervisory commissions.

Inspection of religious education in schools of all grades is carried out by the heads of the respective denominations.

Among schools coming under other ministries may be mentioned the public orphanages (Ministry of Social Welfare), special and apprentice schools for delinquent and difficult children, boys and girls (Ministry of Justice), the Agricultural School for boys and the Agricultural Domestic Science School for Girls (Ministry of Agriculture).

Finance

Financial responsibility for public education rests with the State and the municipalities.

The teaching staff of the primary and upper primary schools are paid two-thirds by the State and one-third by the municipalities. The construction and upkeep of school buildings are a charge on the municipalities which, however, receive a State subvention to this end.

The costs of secondary and higher education fall on the State. The municipalities contribute to the construction and upkeep of the school buildings. The same is true of vocational education.

Private education at all levels, in so far as it engages in the 'special education' of children, is assisted by State subventions.

The Ministries of Public Works, Agriculture, Justice, Social Welfare and the Interior contribute, under various heads, to the financing of education.

Primary education and compulsory vocational education are free.

Private Schools

Private primary schools are subject to official inspection,

and can only be opened with the approval of the government. Their teachers must attain the professional standards required of public primary school teachers.

Secondary or higher institutions may be established privately, under the supervision of the municipal and higher authorities, but receive no subventions from the State.

There are no private secondary schools for boys. Those for girls must follow the curricula laid down for the corresponding State *lycées*, and their teachers must hold the diplomas or certificates prescribed by the law.

Buildings and Supplies

Primary schools. The construction and upkeep of school buildings are the responsibility of the municipalities, which also bear the cost of primary and continuation schooling. The State contribution towards these expenses is fixed annually by the Budget Law. The municipalities supply free books and other school supplies to needy pupils.

Secondary and technical schools. In theory, the local authorities within whose bounds such schools stand, are responsible for providing the buildings, furniture and equipment, and the State for upkeep.

In practice, the respective contributions of the State and the municipality are fixed by special laws, whose provisions may vary from one establishment to another.

ORGANIZATION

Pre-school Education

Children between the ages of 4 and 6 are taught in nursery schools. Attendance is not compulsory. These schools employ methods based on the Froebel and Montessori systems.

Primary Education

The law in force dates from 10 August 1912. This law, supplemented by the decree-law of 26 September 1946, fixes the period of compulsory education (primary schools and continuation classes), defines the duties of the municipalities with regard to the establishing and financing of schools, and regulates the organization of the teaching. It settles the status of teachers, their rights and duties, and prescribes the subjects to be taught, as also the composition and functions of the supervisory bodies. It regulates teacher training and, in additional clauses, lays down general rules for nursery-school teaching and out-of-school services.

The curriculum now in force, which dates from 1947, is based on the methods of the activity school. It prescribes the following subjects: religious instruction; the Luxembourgish, French (starting from the second school year) and German languages; arithmetic, national history, geography and study of the local environment; natural science, drawing, music, and physical training; handicrafts (for girls) and domestic science (for girls in their seventh and eighth years of school).

Attendance at a primary school is compulsory for all

children from 6 to 14 years of age. In the larger municipalities compulsory schooling may be prolonged by six months or a year. After the age of 14, pupils must attend continuation classes. They may attend six-monthly continuation classes on two afternoons a week for two years; or, where there are not enough pupils to form such a class, join, for six months, the eighth primary class or a lower class, which they enter at the end of their compulsory school period; or attend the ninth primary class, where this is compulsory; or attend classes of an equivalent or higher educational grade (upper primary school, domestic science, vocational, trade or secondary school).

The upper primary schools (law of 23 April 1878) set up by certain municipalities provide a three-year course corresponding to the eighth, ninth and tenth years of study. Their curriculum comprises (in addition to the subjects taught at the primary schools), geometry, domestic economy, civics, commercial sciences, and manual work (including, for girls, gardening and cooking). Supplementary vocational classes train pupils with a view to their future employment, grouping them according to whether they propose to engage in a trade, in agriculture or in office work.

Secondary Education

The law on the organization of higher and middle education dates from 23 July 1848. Its principal modifications are to be found in the laws of 6 June 1849, 21 August 1869, 27 June 1891, 28 March 1892, 17 April 1900, 8 June 1901, 19 June 1901, 17 June 1911 (secondary education for girls) and 21 April 1908, and the decrees of 28 April 1945 and 30 June 1945. These two decrees changed the old term 'middle education' to 'secondary' and changed the name of *gymnase* to *lycée*.

Secondary education for boys. This falls into two types, classical and modern.

The classical course lasts seven years and is divided into two stages. At the end of the first (two-year) stage, pupils can choose between the Greek-Latin section or the Latin section, each of which covers five years. The former is specially designed as a preparation for the study of theology, philology and law. The Latin section subdivides at the end of the fourth year into three subsections. Subsection A prepares pupils, concurrently with the Greek-Latin section, for law and modern languages; subsection B leads to the study of physical and mathematical sciences and technical sciences; and subsection C to that of the natural sciences, medicine and pharmacology.

The curriculum of the classical stream covers the following subjects: divinity, and the French, English, German, Luxembourgish, Latin and Greek languages; mathematics, history, geography, natural sciences, physics and chemistry; public and administrative law, physical training, drawing, music, and optionally Dutch. The classical course ends with a secondary-school leaving examination which gives access to university studies and to the careers mentioned above.

The modern course lasts six years and is divided into two stages of three years each. The higher stage comprises two sections: industrial or scientific, and commercial.

The final examination qualifies for the technical universities and the higher schools of commerce. It is also a qualification for prospective civil servants in the various government departments.

The following subjects are taught in the modern stream: divinity, the French, English, German and Luxembourgish languages; mathematics, history, geography, natural sciences, physics and chemistry; public and administrative law, commercial sciences, drawing, physical training, music, shorthand and typing.

Secondary education for girls. This lasts seven years and is given in *lycées*, with two cycles of three and four years. The second stage comprises a Latin section and a modern languages section. The latter, in turn, has two subsections: commercial, in which economics and commercial subjects are taught; and domestic science, with instruction in domestic, social and artistic subjects.

The final examination in the Latin section qualifies for admission to examinations for all academic degrees save those where Greek is compulsory. The final examination in the modern languages section opens the way to a variety of careers.

Vocational Education

The laws of 23 February 1883 and 11 May 1892 deal with the agricultural school of Ettelbruck, that of 14 March 1896 with the trade school (Luxembourg), and that of 28 July 1924 with the State vocational school at Esch-sur-Alzette. The law of 8 October 1945 is concerned with apprenticeship.

Vocational education is provided by different schools set up to meet various local or national needs. The entrance examination for the schools mentioned below is generally taken at the age of 14, except in the case of the higher technical courses attached to the State trade school, where pupils enter at the age of 17.

The State trade school, founded in 1896, gives a three-year course. Since 1916-17, a series of higher technical courses has been added; the first year is taken by all pupils, while for the two following years they can opt either for mechanics, electro-technology or civil engineering.

Industrial, trade and commercial apprenticeship is served, on the practical side, with a private firm. Apprentices receive their compulsory general theoretical and vocational training (of eight hours a week) in the State vocational education centres. The vocational education centre system also comprises the catering school at Diekirch and the commercial school of Ettelbruck, whose pupil-apprentices receive, on both the practical and the theoretical side of their apprenticeship, a special type of training.

The Esch-sur-Alzette vocational school has nine sections. The costs are shared equally between the State, the municipality and the Esch industrial firms. A pre-apprenticeship class, optional evening and Sunday classes, and trade courses are attached to the school.

The vocational school at Differdange has three sections. The courses last three years and the costs are shared equally between the State, the municipality and the Hadir works at Differdange.

The Emile Metz Institute at Dommeldange has three sections, for mechanics, moulders and electricians respectively. The courses last three years except for those in the last-named group, which are of four years.

Mention should also be made of the State agricultural school at Ettelbruck, which gives a two-year course. To it have been attached the rural homecraft school at Mersch and a number of special courses.

Finally there are the school of mines, the vocational school of Arbed-Dudelange, the Luxembourg conservatory of music and the Esch-sur-Alzette music school.

Teacher Training

The relevant law is of 10 August 1912. There are two teacher-training schools, one for boys and the other for girls. The government fixes every year the number of places available. Entrants must be not less than 15 years of age, must have completed three years of secondary study, and must pass the entrance examination. The course lasts four years, at the end of which an examination leads to a 'provisional teaching certificate' (*brevet provisoire*).

The curriculum comprises the following subjects: divinity, theory and practice of teaching, and the Luxem-

GLOSSARY

centre d'enseignement professionnel: part-time vocational training school providing theoretical training for apprentices.

cours post-scolaire (semestriel): compulsory part-time upper primary school (two afternoons per week for two years) for pupils who have turned 14 and do not wish to continue with full-time study.

cours spéciaux: see *école agricole*.

cours supérieur: see *lycée*.

cours techniques supérieurs: upper vocational secondary school for technical studies.

école d'accouchement: vocational training school of midwifery.

école agricole: vocational training school of agriculture and rural home economics leading to further specialized training at special courses (*cours spéciaux*).

école d'artisans: lower vocational secondary school for technical studies.

école des mines: vocational training school of mining.

école ménagère (agricole): vocational training school of rural home economics.

école normale: teacher-training school with separate institutions for male teachers (*instituteurs*) and female teachers (*institutrices*).

école primaire supérieure: upper primary school with practical bias.

école professionnelle: full-time vocational training school.

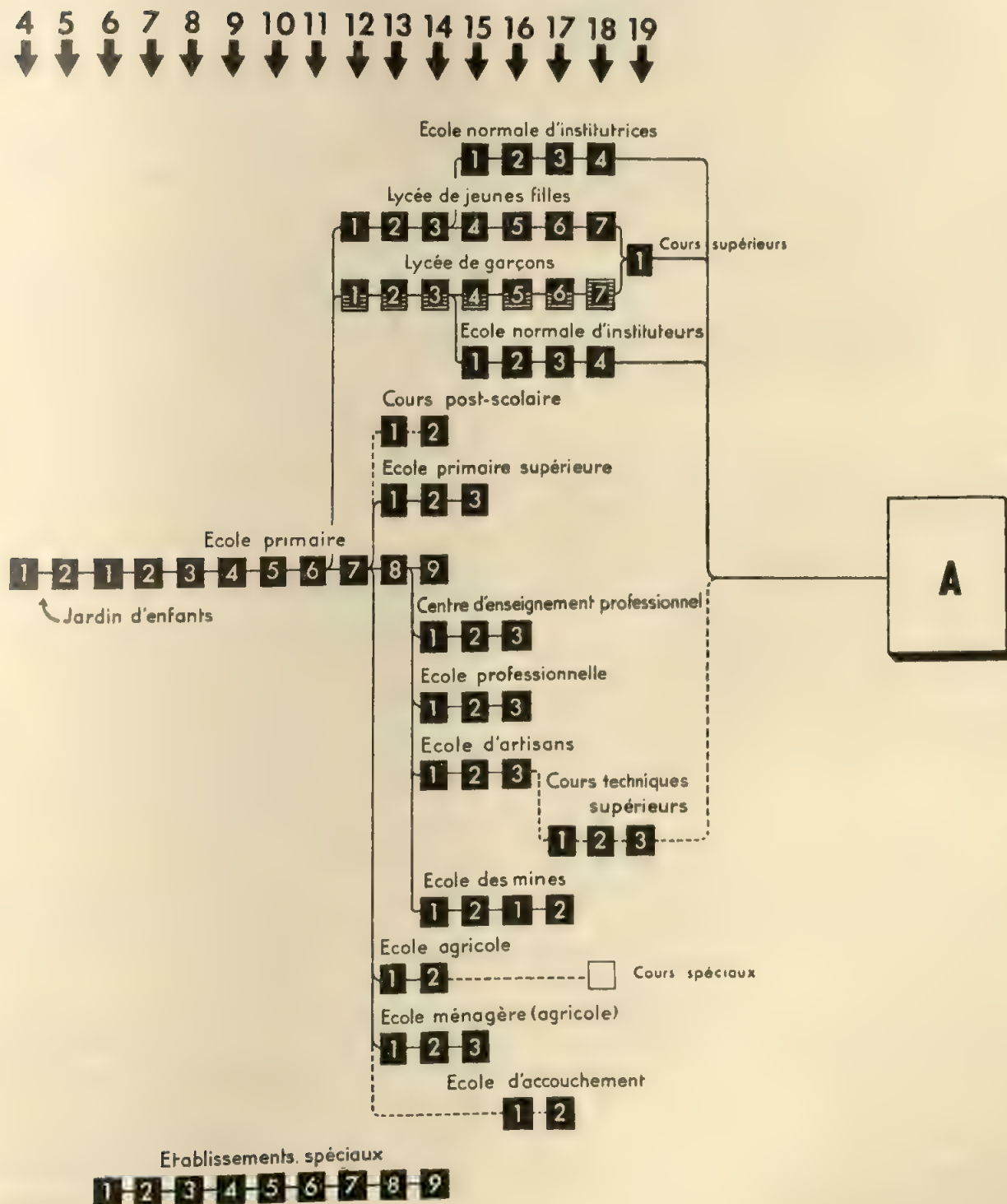
établissements spéciaux: primary schools for physically handicapped or backward children.

jardin d'enfants: pre-primary school.

lycée: general secondary school—separate institutions for boys (*lycée de garçons*) and girls (*lycée de jeunes filles*) leading through examination and supplementary year of study (*cours supérieur*) to higher education abroad.

A. University education abroad.

DIAGRAM



bourgeois, French, German and English languages; mathematics, history, civics, geography, natural sciences, theoretical and practical chemistry, and physics; physical training, calligraphy, drawing, singing, instrumental music, accountancy, problems of everyday country life, and needlework.

Special Education

This comprises the institute for the deaf-and-dumb (with a section for children suffering from speech troubles) and the institute for the blind. Compulsory schooling lasts from 6 to 14 years of age and may be prolonged for a further two years.

Education of the deaf-and-dumb is covered by the laws of 28 January 1880 and 7 August 1923, and that of the blind by the laws of 14 February 1900 and 7 August 1923. This last law provides for compulsory education. In this connexion the State has established special schools.

There are also an institute for backward children and two homes for the training and apprenticeship of juvenile delinquents (boys and girls).

Higher Education

Luxembourg, because of its small size, has no university, but higher courses of one year are organized as preparation for prospective teachers or professors and for the various professions. These higher courses, which are regarded as equivalent to a year of university studies, are divided into three sections: arts, natural sciences, and physical sciences and mathematics.

Attendance at these higher courses is optional. On completing them, Luxembourg students enrol in foreign universities. However, qualifying examinations for teachers, lawyers, doctors, veterinary surgeons, dentists and pharmacists must be taken in the Grand Duchy of Luxembourg before an examining board appointed by the Luxembourg Government.

ADULT EDUCATION

Among official bodies, mention should be made of the service for art education attached to the State museums, and a higher school of labour which gives courses in labour law, social law and national economy.

The year 1952 saw the establishment of education and domestic training centres for girls, and of schools of parenthood.

Many private cultural associations and religious bodies organize lectures and cultural and artistic events. Finally, teachers of all grades combine to propagate an educational influence among adults.

EDUCATION AND STATUS OF TEACHERS

Primary schools. Teachers are recruited from the graduates of the two teacher-training schools.

The classification of the teachers is fourfold: (a) holders of the 'provisional certificate' (acquired on passing out of

the teacher-training school), who are authorized to teach for five years; (b) holders of the 'certificate of aptitude', who may teach permanently; (c) holders of the 'continuation teacher's certificate'; (d) holders of the 'higher primary teacher's certificate'.

These certificates are obtained by special examination, and possession of the first two is compulsory.

Teachers are appointed by the municipal councils on the recommendation of the district inspector of education and with the approval of the government. Resignations are addressed to the municipal authorities. The retiring age is 65.

Secondary and higher schools. The degrees of doctor of philosophy and letters, doctor of physical and mathematical sciences, and doctor in natural sciences, one of which must be held by teachers in secondary or higher educational establishments, call for four years of university studies. The first year can be taken in one of the Luxembourg higher courses, and at the end of each of the other three the candidates must take an examination before a Luxembourg examining board. Following these studies the candidates have a course in education (*stage pédagogique*) lasting two years, with a final practical test. Teachers are appointed by Grand-Ducal decree. The retiring age is 65.

SCHOOL WELFARE SERVICES

School health and physical training. The State bacteriological laboratory gives expert advice on the hygienic conditions of the school premises and on such works as the municipal authorities may propose to carry out in the schools.

The number of school doctors is increasing every year. Municipalities may, with the approval of the government, appoint one or more school doctors. Some municipalities have established a school dental service.

Physical training is compulsory in all primary, secondary and technical schools. In primary schools, teachers follow an official handbook based on the Joinville method. In the other educational grades, the classes are taken by special teachers.

Youth movements. These have a growing influence, especially in the towns. The Scout movement, sporting and political clubs, and student unions are the main forms found.

RECENT TRENDS

At present, education in Luxembourg is mainly evolving in the following directions:

Co-ordination of the various types of school, so as to facilitate the movement of pupils from one to another. Creation of new forms of school, particularly in the technical field.

Strengthening the 'modern studies', the plan being to add a seventh year to the course.

Use of new and more flexible methods—lightening of the

work load, encouraging individual work, pupil self-government, applied science and direct method in the classroom.

Raising the school-leaving age.

Increasing the place given to physical, moral and aesthetic training (school art, exhibitions, films, youth music clubs).

International education (travel, exchanges, teaching about foreign countries, the United Nations, Unesco, etc.).

Vocational and school guidance.

Creation of new ties between the school and daily life (in teaching in contact with parents).

Study of the problem of handicapped children, and the establishment of special schools for the retarded.

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1. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	93	93	93	3 329	...
Kindergartens, private	13	13	13	375	...
Primary					
<i>Public</i>					
Primary schools	1 010	1 023	512	27 821	13 697
Higher primary schools	19	19	7	670	238
<i>Private</i>					
Primary schools	27	27	25	773	628
Secondary					
<i>General</i>					
Secondary schools, public	7	277	47	2 843	583
<i>Vocational</i>					
Vocational schools	6	153	11	3 186	941
State schools of agriculture					
<i>Teacher training</i>					
Teacher-training schools	2	1 22	7	130	61
Special					
Schools for the deaf and dumb	1	2	—	12	5
Schools for the blind	1	...	...	3	...
Schools for backward children	1	6	6	130	56

Source. Luxembourg. Ministère de l'Éducation Nationale.

1. Not counting 17 lecturers (5 women).

2. PUBLIC EXPENDITURE ON EDUCATION, 1951
(in thousand Belgian francs)

Item	Amount
Total	199 129
Administration, inspection, etc.	1 887
Primary education	104 110
Secondary education	
General	47 556
Vocational	20 465
Teacher training	2 341
Higher education	1 020
Post-school and adult education	3 026
Special education	18 584
Subventions granted to private education	140

Source. Luxembourg. Ministère de l'Éducation Nationale.

Note. Official exchange rate in 1951: 1 Belgian franc = 0.02 U.S. dollar.

MEXICO

Total population (1951 midyear estimate): 26,332,000.
Total area: 1,969,000 square kilometres; 760,000 square miles.
Population density: 13 per square kilometre; 35 per square mile.
Population within compulsory school age limits: 6,272,000.
Total enrolment (within school age limits): 3,025,000.
Total enrolment in primary schools (1951/52): 2,711,768.
Enrolment of girls as percentage of total: 47 per cent.
Pupil-teacher ratio in primary day schools: 39.
Illiteracy rate (census of 1940, population 10 years old and over): 54 per cent.

LEGAL BASIS

The Mexican Constitution provides the main legal framework for federal, state, and municipal education. Article 3 defines the aims of education as follows: the harmonious development of the child's personality, the instilling of love for the mother country and of international understanding, the fight against ignorance, prejudice and fanaticism, the encouragement of scientific methods and outlook.

These aims are further explained. Education shall be democratic, not only in structure but in spirit. Democracy is more than a political hierarchy, it is a social creed which should be felt throughout the life of the community in its preoccupation to better the social, economic and cultural level of the people.

Education shall be national. It shall facilitate the full understanding of national problems such as the use of the country's economic resources, the necessity for political independence, for economic improvement and cultural progress. Education shall endeavour to foster human understanding by instilling in the child respect for the individual and the family, as well as the importance of the common good. It shall stress the importance of human rights and universal fraternity, without privileges based on race, creed, sex or sect. Private schools will be allowed at all levels. However, in order to start a primary, secondary, or normal school, or any educational establishment for workers and peasants, any private body or person shall ask permission from the State. This permission may be refused or revoked. In all cases, the decision by the State shall be final, with no possibility of appeal. Private schools shall conform to the principles of education as set out in the constitution and will study the programmes followed by State schools.

Religious bodies, ministers or any society closely connected with the propagation of a particular faith shall not be allowed to engage upon activities connected with primary, secondary or normal education, or education for workers and peasants.

The State shall recognize at its own discretion studies carried out in private establishments.

All primary education is compulsory.

All State education shall be free.

National income (1950): 29,800 million pesos.
Public expenditure on education (1953): 479,685,000 pesos.
Cost per pupil (1951): 120,000 pesos.

Official exchange rate: 1 peso = 0.1156 U.S. dollar.

Prepared by the Secretariat of Public Education, Mexico, and revised in March 1953.

In order to unify education throughout the Republic, Congress is responsible for establishing the laws dividing responsibilities between the federal government, the states and municipalities. The expense will be divided equally between these bodies.

In Article 18 of the Education Law of 31 December 1941, reference is made to the necessity for careful grading of educational standards in all types of schools, and for different types of curricula according to the institutions.

Article 20 of the same law stresses the pedagogical value of productive and socially useful labour effected by the pupils while at school, and the importance of adapting teaching to the physical, economic and social background of the pupils. It favours team work as opposed to individual achievements. It recommends that in all circumstances the personality of the pupil be respected, while allowing constructive criticism.

In order to combat illiteracy, President Avila Camacho issued a decree on 21 August 1944, which compelled all literate and fit persons between the ages of 16 and 60 to teach reading and writing to an illiterate between 6 and 40 years of age. This decree, called the Emergency Law for the National Campaign against Illiteracy, equally obliged illiterates between 6 and 40 who were not already enrolled in school, to accept instruction in reading and writing.

ADMINISTRATION

The federal government is generally responsible for educational matters in the country, especially in the federal district and the federal territories. The 28 states and municipalities have specific responsibilities for the development of education in their own areas. There are three different types of public school in Mexico: the schools controlled by the states, those controlled by the federal government, including those in the territories, and finally those which are under joint supervision by the federal government and the states. The federal government office dealing with education is the Secretariat for Public Education (Secretaría de Educación Pública). It is headed by the Secretary for Public Education, who has cabinet status, and is appointed by the President of

the Republic. The states have their own education departments.

The responsibilities of the Secretariat include mainly the financing of administration for all educational public buildings and institutions in the country, the organization of campaigns (literacy, school savings, co-operatives, etc.), the appointment of federal teachers, the publication of textbooks, the development of artistic activities and scientific research. However, in many cases the educational authorities in the states take full responsibility for a number of these tasks.

Together with the public schools, mention should be made of the great number of private schools in Mexico, schools belonging to private organizations, and some foreign schools. These are often of valuable help to the government. In some cases subsidies and scholarships are granted to them by public authorities.

In the administration of primary schools, a distinction should be made between primary schools in the federal district and those in the states and territories. The federal district is divided in 59 zones for administrative purposes, each of which is under the supervision of one inspector. Each zone is divided in its turn into eight sectors. Again, each sector is supervised by one inspector.

Classes are held in the morning (*matutinas*) and in the afternoon (*vespertinas*); these are attended by children. In the evening, classes are held for adults (*nocturnas*). There are different teachers for day and evening classes and the latter are separately administered. However, all classes are held in the same building.

In some of the states the primary school administration has been improved since June 1949 by tightening the links between local governments and the Secretariat. In 1949, there were 449 inspectors (*inspectores federales*). Some schools in the states are financed by local governments, but a certain technical control is exerted by the Secretariat.

School Buildings

The number of school buildings in Mexico does not meet the needs of the school population. The Secretariat realized that a substantial increase in the number of schools necessitated a sum of money that was beyond the financial possibilities of the federal government. In order to collect funds, the President of the Republic, then Lic. Miguel Alemán, started an official campaign for school buildings in March 1948. The response was good. The organizers maintained the enthusiasm and interest of the people in the campaign. Private individuals, associations of all kinds, municipal councils, all contributed towards the funds. In the country, rural workers offered to work without remuneration for at least two days a week for a limited period, in the building of new schools. A committee (*patronato*) was created for each school. These committees recommended that repairs be made, and school materials bought. The funds collected in a community go to improve the schools in that particular area.

This campaign was necessary not only because schools were lacking, but also because the right type of school was difficult to find. The school in Mexico is used for all kinds of activities (canning, cookery, etc.) and not only

for the instruction of children. In order to enable pupils and adults to engage in all these industries during the week, in the evenings, and at weekends, there is need for large rooms with removable partitions, equipped with tables and shelves.

By September 1950, 2,693 schools had been built, with a capacity for 700,000 children; 3,294 committees had been set up to administer the money collected during the campaign.

ORGANIZATION

The school system in Mexico includes kindergartens, primary and secondary schools, and higher education institutions.

Pre-school Education

There are both public and private kindergartens in Mexico. Some of these are particularly modern and well-equipped. The methods used are based mainly on Froebel and Montessori principles.

Primary Education

The primary school course lasts six years, after which the pupil is awarded a leaving certificate. He may then pass to a secondary school or remain at the primary school until he is 15. Some schools are co-educational. Provision for free school meals is made in certain cases.

A particular type of primary school is the boarding school (*internado*) for Indian children, where the curriculum has a vocational bias and training is given in carpentry, mechanics, hairdressing, etc.

Secondary Education

This general term is applied to all post-primary schools; these are open to children who have completed the six-year primary course. In some cases a selection board advises pupils on the type of school in which to pursue their education, or special tests of vocational aptitude are carried out by the teacher-training schools.

The secondary course as a rule covers five years in two cycles, 3 + 2. The academic schools have a general course for the first cycle and then specialized streams preparing for the *bachillerato* examination in the humanities or in science. Private secondary schools follow the same pattern.

The teacher-training school has a three-year course at upper secondary level for preparing primary school teachers. Upon graduation the student is known as a *normalista*. Very few special training schools for kindergarten teachers exist at present, but courses in this field are offered by some of the *escuelas normales*. Rural teachers are trained in schools with a curriculum directed particularly to rural needs. Upon completing the course of a teacher-training school, or on passing the *bachillerato* examination, a student may continue his professional training as a teacher at the *escuela normal superior*.

Vocational education is provided by a variety of schools

which either specialize in one branch of training or group several branches. The courses are at a secondary level. The first cycle, of three years' duration, leads to a certificate; this may be followed by an upper cycle of two years for specialization, at the end of which the student takes an examination for a professional diploma. On completing the course the student may enter the National Polytechnical Institute at Mexico City, which confers diplomas comparable to degrees, or a local technical institute. Women may attend polytechnical schools. Great encouragement is given to industrial and agricultural training. Many scholarships are granted to facilitate the study of technical subjects. Poor students may be exempt from fees, and others may be partially helped by grants.

Most pupils in primary and secondary schools, especially in rural areas, receive elementary training in agriculture by working school plots of land. These are called *parcelas escolares*. They are government property. The agricultural work of the schools is supervised by federal inspectors. For more advanced agricultural training the pupils may attend the agricultural schools and these may prepare them for the advanced course given at the National College of Agriculture and Institute of Higher Agricultural Education.

Higher Education

The universities enjoy considerable autonomy. There are 12 public universities in Mexico. The state governments and the federal government jointly finance six of these, one is entirely dependent on state government funds, and four receive grants from the federal government alone.

In order to enter a university, a student must hold the *bachillerato*. Students who have not matriculated may attend but are not allowed to take examinations (*oyentes*). The National University at Mexico City gives courses in philosophy and letters, science, social sciences,

economy, plastic arts, music, etc. Other faculties are those of pharmacy, law, engineering (five years) and medicine (six years). The small local universities generally have courses in law, engineering, pharmacy and medicine.

Other institutions of higher education include teacher-training colleges, the most important of which is the National Teachers' College in Mexico City. The National University maintains various scientific institutes such as the Institute of Geology, the Institute of Biology, the Observatory of Tacubaya, etc., as well as several important libraries. Some institutions are private: the Women's University, the Workers' University, Mexico City College, Colegio de Mexico, several schools of banking and commerce, etc.

ADULT EDUCATION

The main problem in adult education is to eliminate illiteracy. On 11 February 1946, when President Avila Camacho's decree came into force, the campaign against illiteracy was started with great energy. A new department was created at the Secretariat in December 1947 (*Dirección General de Alfabetización y Educación Extraescolar*). It organizes literacy centres (*centros de alfabetización*) throughout the Republic, according to the needs of the different regions. Several million primers and readers have been published and distributed through these centres. By the end of 1950 some two million people had been taught to read and write.

The *Dirección General de Alfabetización y Educación Extraescolar* is also responsible for the cultural missions (*misiones culturales*). These are teams of educators who are sent throughout the country, to cities and rural communities where the standard of living is low. The *misioneros* (members of cultural missions) combine the teaching of reading with social and cultural work. They aim also at improving living standards.

GLOSSARY

bachillerato de ciencias: see *escuela preparatoria*.
bachillerato de humanidades: see *escuela preparatoria*.
escuela agrícola: vocational training school of agriculture.
escuela de bellas artes: vocational training school of music, dancing or fine arts.
escuela de enfermeras y parteras: vocational training school for nurses and midwives.
escuela especial: vocational training school of arts and crafts.
escuela industrial: vocational training school for industrial occupations.
escuela militar: vocational training school (army).
escuela naval: vocational training school (navy).
escuela normal: teacher-training school.
escuela preparatoria: upper general secondary school with two courses leading to baccalaureate in science

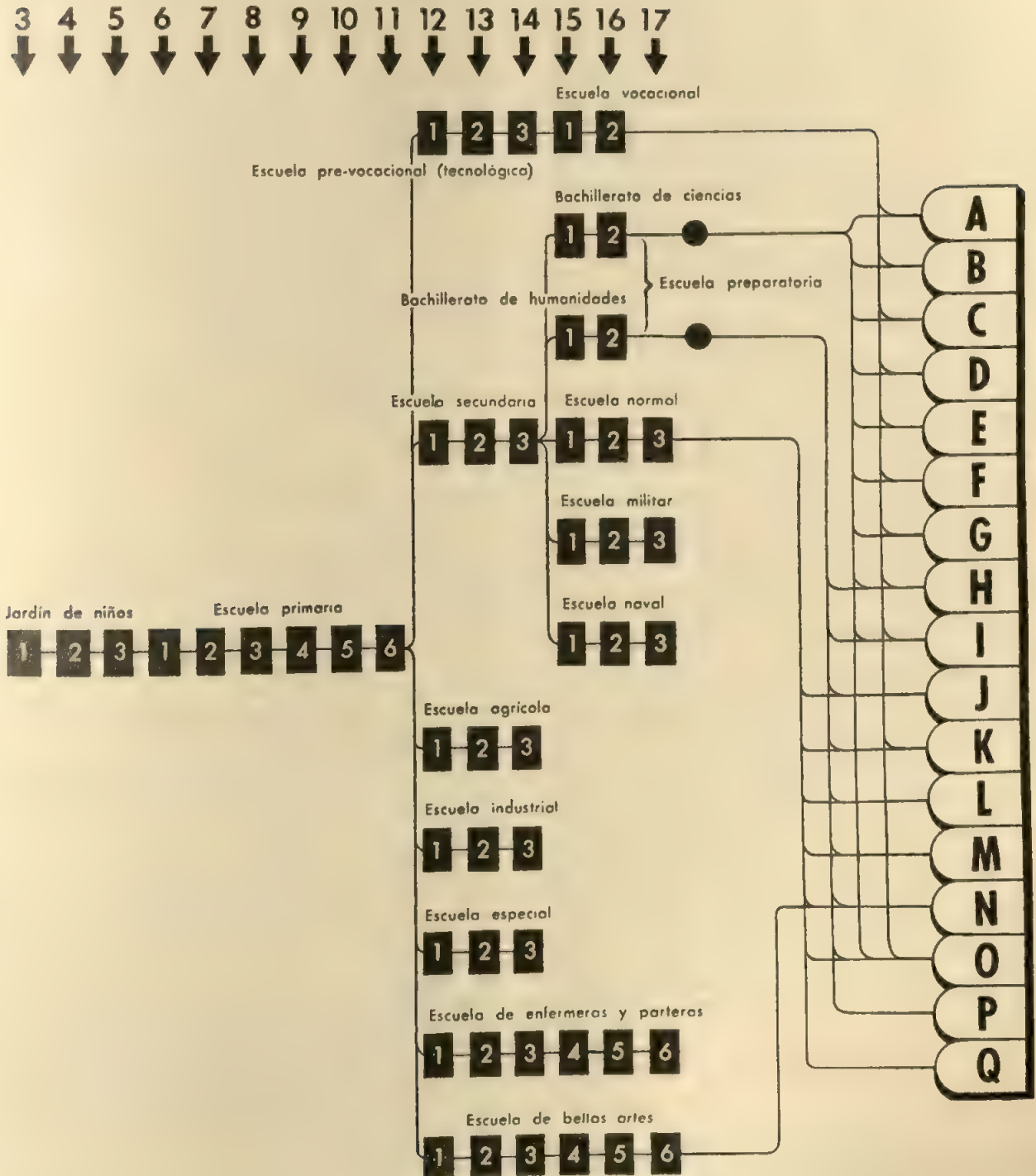
(*bachillerato de ciencias*) and arts (*bachillerato de humanidades*).
escuela pre-vocacional (tecnológica): lower vocational secondary school.
escuela primaria: primary school.
escuela secundaria: lower general secondary school.
escuela vocacional: upper vocational secondary school.
jardín de niños: pre-primary school.

HIGHER EDUCATION

A. *Medicina y cirugía*: medicine and surgery.
 B. *Ingeniería y arquitectura*: engineering and architecture.
 C. *Química industrial y farmacia*: industrial chemistry and pharmacy.
 D. *Ciencias físico-matemáticas*: physics and mathematics.
 E. *Ciencias naturales*: natural sciences.

F. *Ingeniería agrícola*: agriculture.
 G. *Ingeniería militar*: military engineering.
 H. *Contadores y auditores*: accountancy and auditing.
 I. *Contadores y actuarios*: accountancy and actuarial science.
 J. *Filosofía y letras*: philosophy and literature.
 K. *Escuela normal superior*: institute of education.
 L. *Economía*: economics.
 M. *Ciencias políticas y sociales*: political and social sciences.
 N. *Bellas artes*: fine arts.
 O. *Antropología e historia*: anthropology and history.
 P. *Jurisprudencia*: law.
 Q. *Escuela normal de especialización*: specialized teacher-training college.

DIAGRAM



The cultural missions can be divided into four types: rural missions, urban special missions, motorized and cinematographic missions. The rural missions number 48 and are perhaps the most important group. The special urban missions work mainly in urban areas and in factory centres. Both rural and special missions include a leader, a social worker, a nurse and midwife, an agricultural expert, a technician, a music teacher, a construction teacher, a teacher of trades and industries, a teacher of mechanics, and a leader of recreational activities. In some specific campaigns (e.g., against foot-and-mouth disease, or the Mediterranean fruit fly), the missions used are the motorized units. Each of these has a staff of three people, a chief, a sound operator and an assistant. Each unit is provided with a truck equipped with a library, a record player, a motion picture projector and educational films. Among the motorized missions there are two fluvial missions, one of which was put into service in May 1949, the Papaloapan unit. Instead of a truck, this mission has a motor launch and visits isolated river towns to bring them cultural services. The cinematographic missions number eight and serve Indian regions. These missions also have a staff of three: a chief, an engineer and a muleteer. The equipment is transported on mules, since the missions have to reach inaccessible villages in mountain regions.

There are 494 people working in field positions throughout the country. Their monthly salaries amount to \$173,720 (1949 estimate). The recruiting of the *misioneros* is not very easy, as the work is exacting and not particularly well remunerated. Human qualities together with a special skill are necessary to become a good fundamental educator. However, the positive results achieved by the cultural missions are encouraging.

Fundamental education in Indian areas where no Spanish is spoken necessitates expert teaching in the local language or dialect. Textbooks in Indian languages have been issued to special bilingual teachers. Approximately 50 per cent of the Indians in Mexico are monolingual. It is intended to teach them Spanish, once literacy is achieved in their own language. This is no small matter, as there are more than 50 different Indian languages and dialects. The work is technically organized by a special department of the Secretariat, the Instituto de Alfabetización para Indios monolingües, now administered by the Dirección General de Alfabetización y Educación Extraescolar.

Other institutions for adult education in Mexico include secondary night schools which give instruction to pupils over 14 years of age, trades centres (*centros de capacitación obrera*), which train workers in skilled trades, trades centres for Indians (*centros de capacitación económica para indígenas*).

STATUS OF TEACHERS

In order to teach in Mexican State schools, a teacher must be of Mexican nationality unless it can be proved that no Mexican could fill the post. He must also have full civil rights, a good reputation, and not have incurred penal condemnations. He must be in good health, and

prove through successful examinations that he is capable and efficient in the duties that will be assigned to him.

Promotion is regulated according to a well defined system. A special National Commission (Comisión Nacional de Escalafón) deals with this question. It includes members of the teachers' union and the Secretariat. Dismissal cannot be effected except in the following cases: resignation, termination of contract, and, when decided upon by the arbitration commission, in cases of dishonesty, acts of violence, immoral acts, intentional destruction of work materials, disobedience to orders, drunkenness, or prison sentences.

All teachers 55 years old, who have contributed to the teachers' pension fund during 15 years at least, have the right to be superannuated; so too are those who have been rendered incapable of working through accidents of any sort while on duty, irrespective of their length of service. If after a period of 15 years service a teacher falls ill, or has an accident while not at work, he is also entitled to a pension. Pensions are proportional to length of service, starting at 40 per cent of salary after 15 years of service, and ending with 100 per cent salary after 30 years' service.

SCHOOL WELFARE SERVICES

The Health Department in the Secretariat deals with schoolchildren's health, and sanitary conditions in schools. These two tasks are carried through by instituting regular prophylactic examinations, excluding from class potential carriers of contagious diseases, and compelling pupils to be inoculated against diphtheria, smallpox, and whooping cough. Campaigns against rats and parasites are also carried out in all educational establishments in infested zones. Medical examinations of all candidates for admission to boarding schools, polytechnical schools, normal, primary and secondary schools are compulsory.

Private schools are submitted to sanitary inspections carried out by State inspectors. There are clinics for schoolchildren in which medical and dental care can be obtained.

Sanatoria for consumptives are used not only to cure children and students suffering from tuberculosis, but also to carry on health education campaigns. As for mental health, there are school psychological clinics called *clínicas de conducta*, where problem children are treated. Some tests are carried out by experts from the Instituto Nacional de Pedagogía.

Physical fitness is dealt with by the Department for Physical Culture in the Secretariat (Dirección General de Educación Física). This department is responsible for programmes, and sees that they are applied. A series of experiments is being carried out in order to find the best tests for physical aptitude among schoolchildren. It will then be possible to classify the pupils according to their physical possibilities.

This Secretariat department is available when suggestions for sports grounds are needed. It sends experts to advise on the building of swimming pools and gymnastics halls, thus contributing to the campaign for school building.

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1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Students enrolled	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	956	3 102	2 976	98 736	47 811
Kindergartens, private					
Primary					
Day schools, public	24 583	67 871	43 693	2 660 232	1 273 472
Day schools, private					
Evening schools, public	362	...	...	51 536	14 259
Evening schools, private					
Secondary					
<i>General</i> ¹					
Public schools ²	317	6 023	1 600	62 249	22 463
Private schools	149	1 782	1 042	18 349	8 036
<i>Vocational</i> ¹					
Lower vocational schools	45	2 664	378	14 047	2 228
Vocational schools	21	771	105	6 345	1 648
Technical schools ²	199	3 676	803	41 928	16 525
Schools of agriculture	16	701	1	5 949	—
Schools of commerce	6	92	54	942	591
Schools of fine arts	32	783	...	...	...
<i>Teacher training</i>					
Teacher-training schools, urban and rural	68	2 398	...	13 807	7 434
Teachers' colleges	5	380	70	2 200	990
Higher					
Universities	12	4 464	...	36 354	...

Source. México. Secretaría de Educación Pública.

1. 1949.

2. Including evening secondary schools.

3. Including higher technical schools.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in pesos)

Item	Amount
Total	355 680 000
Administration, inspection, etc.	19 750 340
Pre-school education	8 190 932
Primary education	143 556 402
Secondary education	
General	63 496 840
Vocational	48 169 016
Teacher training	39 152 658
Higher education	3 562 104
Special education	17 607 808
Subventions to private education	12 193 900

Source. México. Dirección General de Estadística. Mexico, D.F.

Note. Official rate of exchange in 1951: 1 peso = 0.1156 U.S. dollar.

3. HIGHER EDUCATION, 1950

Faculty	Students enrolled	
	Total	F.
Law	2 444	234
Arts and philosophy	716	457
Medicine	5 128	536
Science	125	56
Architecture	837	43
Dentistry	398	118
Pastic arts	511	84
Chemistry	1 206	392
Commerce, administration	2 056	303
Schools of nursing	415	415
Engineering	2 113	14
Education	183	16
Economics	357	57
Veterinary medicine	137	3

Source. México. Dirección General de Estadística. Mexico, D.F.

Note. Data refer only to the University of Mexico. The number of students enrolled in other Mexican universities in 1950 was as follows: Hermosillo 712 (190 women); Mérida 848 (167 women); Monterrey 4,404 (1,307 women); Puebla, 1,199 (184 women); Guadalajara 1,101 (134 women); San Luis Potosí 1,417.

M O N A C O

Total population (1951 census): 20,202.

Total area: 1.5 square kilometres; 0.6 square mile.

Population density: 13,468 per square kilometre; 34,830 per square mile.

Population within school age limits: 1,022.

Total enrolment (1951/52, including pupils from adjacent communes): 1,506.

Percentage of girls in State primary schools: 50 per cent.

LEGAL BASIS

The principal education acts are the following:

Primary Education

Sovereign Decree on Public Education of 1 June 1858, amended by Sovereign Decree No. 3179 of 19 February 1946;

Sovereign Decree on Public Education of 7 April 1862 founding a girls' and an infants' school;

Sovereign Decree of 5 October 1877 instituting the primary school certificate;

Act No. 347 of 3 June 1942, for the reform of primary education in the Principality, amended by Act No. 429 of 25 November 1945.

Pupil-teacher ratio: 18 in primary schools.

Public expenditure on education (1952): 88,929,000 French francs.

Official rate of exchange in 1952: 1 franc = 0.002857 U.S. dollar.

Text revised by the Educational Sub-Committee of the Unesco National Commission, Monaco, in April 1953.

Secondary Education

Sovereign Decree of 25 September 1910, founding the Monaco lycée;

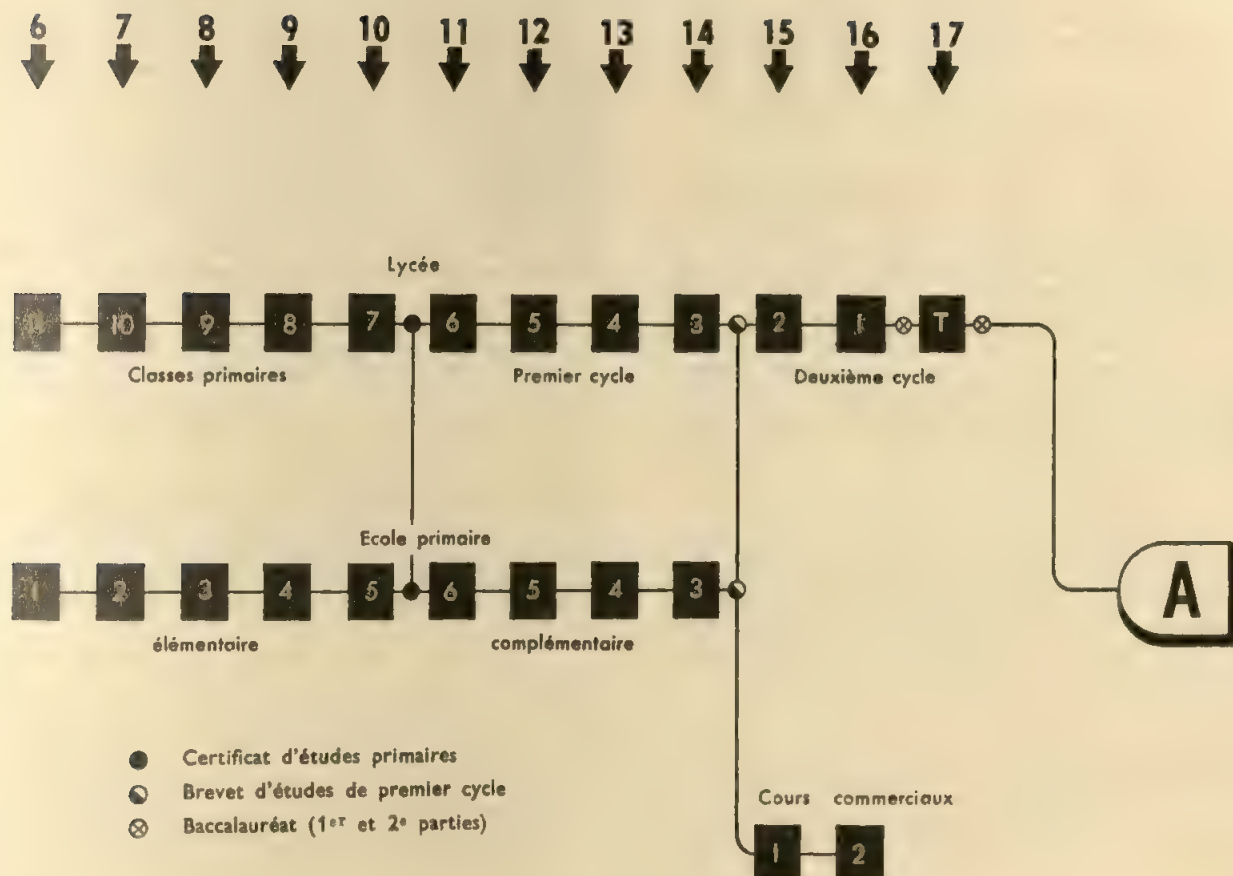
Sovereign Decree of 30 January 1919, inaugurating a secondary education course for girls;

Act No. 250 of 24 July 1938, inaugurating free secondary education for pupils who are nationals of Monaco;

Sovereign Decree No. 2197 of 8 September 1938, laying down the conditions for admission to the lycée and to the girls' secondary school.

Sovereign Decree No. 1649 of 3 October 1934, founding a Municipal School of Music.

DIAGRAM



GLOSSARY

NOTE. For the *lycée* the diagram follows the system of numbering used in Monaco; the school begins with the eleventh class and leads to the first and then a terminal class (shown as T), preparing pupils for the first and second part of the *baccalauréat*, respectively.

école primaire: an institution comprising the primary school proper (*école primaire élémentaire*), the lower cycle of

secondary studies (*école primaire complémentaire*) and a vocational training course in commerce (*cours commerciaux*). *lycée*: general secondary school with primary department (equivalent to *école primaire élémentaire*).

EXAMINATIONS

certificat d'études primaires: primary school certificate.

brevet d'études du premier cycle: lower secondary leaving certificate.

baccalauréat: university entrance examination, part 1 being taken at the end of the sixth year of secondary studies, part 2 at the end of the seventh year.

A. Higher education outside the Principality.

ADMINISTRATION

The Government Councillor for the Interior is responsible, among his other duties, for public education.

An Education Committee composed of 12 members appointed for three years by H.R.H. the Prince Regnant is responsible for the supervision, control and fostering of primary and secondary education.

Two school inspectors, appointed for three years by H.R.H. the Prince Regnant, are responsible for the

standard of teaching given in the various schools, for ensuring that administrative instructions are carried out and for recommending measures for reforms and improvements which may seem to them necessary.

The State bears all costs of public education, including the construction, equipment and maintenance of all State schools, and pays their running costs (purchase and renewal of supplies for classical and scientific education). In addition, the State makes grants for private education.

ORGANIZATION

Curricula are identical with those in France, with the addition of the history of Monaco and religious instruction.

Pre-school education. Infant classes and kindergartens are provided by the *lycée* (boys' secondary school) and by girls' schools in the Principality.

Primary education. Primary instruction is provided by three public schools for boys and three for girls. It is in the hands of religious bodies, the Christian Brothers and Les Dames de St. Maur respectively. The compulsory school age is from 6 to 14. The primary course, properly so-called and exclusive of the preparatory course, lasts five years. Primary education is free in the State schools.

Primary education is also provided in the Monaco *lycée* by teachers who are either Monaco nationals or are seconded from the French teaching profession. This is not free except for pupils of Monaco nationality. The diploma obtained by pupils at the end of the course is in all cases the primary school certificate.

Higher primary education is provided by supplementary classes in the same schools and under the same conditions. Primary and higher primary education together extend over eight years. The diploma awarded on their completion is the junior secondary certificate (*brevet d'études du premier cycle*).

Commercial education follows on from the higher primary classes and is provided in all boys' and girls' State schools. At the end of the first year a commercial certificate is awarded and, at the end of the second, a commercial diploma. The curriculum comprises typing, shorthand or stenotyping, foreign languages (mainly English), and practical office work and bookkeeping.

Secondary education. The Monaco *lycée* prepares pupils for the school-leaving certificate (*baccalauréat*). The course lasts seven years and is free for Monaco nationals. The staff is mostly composed of qualified secondary teachers (*agrégés* and *licenciés*) seconded from France.

Higher education. There is no higher educational establishment in Monaco. Students from the Principality are admitted to French faculties and higher institutes.

SCHOOL WELFARE SERVICES

Canteens are organized in State primary schools. School clubs for sports and other purposes are subsidized by the State in all the schools of the Principality.

A school medical inspection service set up in 1950 is responsible for the health of pupils in State and private schools.

1. PUBLIC EXPENDITURE ON EDUCATION, 1952
(in thousand French francs)

Item	Amount	
Total	38 929	
Pre-school education	}	33 289
Primary education		
Secondary education: general		48 945
Secondary education: vocational and teacher-training	}	5 400
Higher education		
Subventions to private education		1 295

Source. Monaco. Le Sous-Comité de l'Éducation de la Commission Nationale de l'Unesco.

Note. Official exchange rate in 1952: 1 franc = 0.002857 U.S. dollar.

2. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Insti- tutions	Teachers		Pupils enrolled	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	1 3	1 6	1 6	177	92
Kindergartens, private	1 2	1 5	1 5	117	61
Primary					
Primary schools, public	1 6	1 76	1 39	1 286	646
Primary schools, private	1 2	...	...	1 300	1 300
Preparatory classes in lycées	1 2	1 9	1 7	264	106
Secondary					
<i>General</i>					
Monaco lycée	1	1 19	1 3	339	165
St. Maur boarding school	1	1 16	1 15	1 192	1 192
<i>Technical</i>					
Secondary courses in public primary schools ³	.	1 12	1 9	220	108

Source. Monaco. Le Sous-Comité de l'Éducation de la Commission Nationale de l'Unesco.

1. 1949/50.

2. 1950/51.

3. Courses in commerce, secretarial work and home economics.

MONGOLIAN PEOPLE'S REPUBLIC

Total population (1951 midyear estimate): 885,000.
Total area (estimate): 1,600,000 square kilometres; 600,000 square miles.

Total enrolment (estimate): 70,000.

The educational system of the Republic is based on the Soviet pattern in both administrative and organizational aspects. Schools for general education are classified as four-year (primary), seven-year (incomplete secondary) and 10-year (complete) schools. Vocational education, including teacher training, is provided in specialized secondary schools with classes corresponding to the top three classes of the 10-year school. The Mongolian State University, founded in 1942, gives higher general and professional education.

SUMMARY OF SCHOOL STATISTICS, 1951

Level of education	Institutions	Enrolment
Four-year schools	374	} * 70 000 1 * 1 200
Seven-year schools	32	
Ten-year schools	15	
State University	1	

Source. *Times Educational Supplement*, 10 July 1953. London.

1. Estimated one-quarter female students.

NEPAL

Total population: 6,282,000 (census of 1941); 7,000,000 (estimate 1950).
Total area: 140,000 square kilometres; 54,000 square miles.
Population density (1950 estimate): 50 per square kilometre; 130 per square mile.
Illiteracy rate: 86 per cent (1947 estimate).

Total annual revenue: 32,500,000 rupees.

Exchange rate: 100 Nepalese rupees = approximately 18 U.S. dollars.

Based on official sources, prepared in March 1953.

ADMINISTRATION

The government's educational policy and programme are determined and carried out by the Department of Education, under a Director-General of Public Instruction who is assisted by a board of education of about twenty members.

The department is divided into two sections, one for Sanskrit and vernacular education, and the other for English or modern education.

Finances for education are obtained from general revenue. Schools maintained by the State are free at all levels. The department extends grants to recognized private schools, these being mainly of the English type.

ORGANIZATION

The school system of Nepal is similar to that prevailing in India, and several distinct types of education exist side by side: the Sanskrit type providing a liberal, classical education of traditional form, leading to government employment; the English type of more modern form; and the most recent group of basic schools derived from Indian experiments.

The Sanskrit school system embraces primary schools, higher schools and a college in the capital, with approximate entrance ages of 6, 12 and 18. The medium of instruction is the mother tongue, Nepali. Primary schools are concerned mainly with teaching the three Rs, and their number is being constantly expanded. The higher schools

teach literature, grammar, philosophy, medicine and mathematics as the general curriculum; in the special courses for the civil service, language, law, history, geography, administration and mathematics form part of the studies.

The English section of the Education Department maintains primary, middle and high schools and a college of arts and science. The schools follow a 6-3-3 plan, with curricula resembling those followed in India. The medium of school instruction is Nepali, but teaching at the college is in English. On completing the high school course students take a departmental matriculation examination which qualifies for entry to the college or to universities in India.

Vocational schools at the post-primary level give courses in spinning and weaving, leatherwork, agriculture, technical subjects, painting and sculpture. Rural areas are served by a mobile school of spinning and weaving.

Dissatisfaction with the prevailing bookish education led the Nepalese authorities to study the possibilities of adopting basic education as it had been developed by Mahatma Gandhi at Wardha. A number of basic primary schools and a training centre for teachers were established, and the initial success led to a plan for regular expansion of the scheme over a period of five years.

PROBLEMS AND TRENDS

A fundamental obstacle to the extension of schooling in Nepal is economic; the department finds it difficult, with available resources, to provide the supplies, buildings and teacher training needed. Allied to this problem is the question of the content of education. The various types of school described above indicate the effort being made to

discover the schooling best suited to the country's resources and needs.

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SUMMARY OF SCHOOL STATISTICS, 1947

Level of education and type of school	Insti- tutions	Teachers	Pupils	
			Total	F.
Primary				
Primary vernacular schools	300	...	30 000	...
English primary schools	8	144	500	...
Basic schools	17	...	846	96
Secondary				
<i>General</i>				
English middle schools	18	125	2 161	170
English high schools	18	260	6 978	800
<i>Vocational</i>				
Technical schools	8	27	400	...
Mobile spinning and weaving school	1			
Basic teacher-training school	1		42	...
Higher				
College of Arts and Science	1	21	341	...

Source. Nepal. Department of Education. *A short report on education in Nepal*. [1947].

NETHERLANDS

Total population (1951 midyear estimate): 10,264,000.
Total area: 32,000 square kilometres; 12,360 square miles.
Population density: 321 per square kilometre; 830 per square mile.
Population within compulsory school age limits (Dec. 1950):
age-group 6-13, 1,421,000 (female 694,000).
Total enrolment within compulsory school age limits (Dec. 1950):
age-group 6-13, 1,399,300 (female 684,000).
Enrolment of girls as percentage of total: 48 per cent in primary schools.
Pupil-teacher ratio: 35 in primary schools.

In the Netherlands the organization of the educational system is characterized by freedom.

In the paragraph of the Netherlands Constitution dealing with education it is stated that teaching is to be free. This covers not only teaching but also learning in the sense that parents are to get for their children the kind of tuition they want for them. A distinction is drawn between public education (*openbaar onderwijs*), under the direction of the central or local authorities, and private education (*bijzonder onderwijs*), under the direction of private associations. In fact this private education is denominational to the extent of 98 per cent for the primary stage and 95 per cent for the secondary. The government has made the above-mentioned freedom a reality by furnishing institutions of private education with adequate means.

Subsidies for nearly all forms of education, amounting to full compensation of expenditure, encourage the establishment and maintenance of private schools which satisfy the terms set out in the respective laws of education. These terms concern the curriculum, the condition of buildings and the teaching staff's intellectual and moral fitness for their task and are identical for private and public schools.

The freedom of Dutch education is responsible for the great variety in types of school and methods of tuition. Nowhere in the country is there a central authority which dominates the school in its various aspects. Wide scope is given to the school boards, whether controlled by local authorities or by private associations. The Ministry of Education and the school inspectors watch the teaching institutions' observance of the terms on which subsidies have been granted, but refrain from any direct interference. In this connexion attention should be called to three further points. First, the government has no voice whatever in the appointment of teaching staff at private schools. Anyone meeting the general requirements of intellectual and moral fitness as a teacher may be appointed at such a school without any further formalities. Second, school boards are entirely free in the choice of educational equipment. And finally, if in the opinion of the school inspectors the curriculum at any given private primary school does not come up to the requirements of adequate and evenly progressing instruction, it is not the Minister

National income (1951): 16,940 million guilders.
Public expenditure on education (1949): 413,854,000 guilders.

Official exchange rate: Jan.-Aug. 1949: 1 guilder = 0.3770 U.S. dollars; beginning Sept. 1949: 1 guilder = 0.2632 U.S. dollars.

Prepared by the Netherlands Central Bureau of Statistics, The Hague, in co-operation with the Ministry of Education, Arts and Sciences, in May 1953.

of Education who judges the case, but the Educational Council, a body fully independent of the government. Refusal to abide by the council's decisions involves loss of subsidy.

Concerning religious education in public schools it should be mentioned that ministers of the different churches have the opportunity to give religious teaching in these schools to those pupils whose parents want it.

CENTRAL ADMINISTRATION AND LEGISLATION

The Minister of Education, Arts and Science is assisted by the Secretary-General, who is the permanent administrative head of the Ministry. Under the Minister are the general-adviser and the departmental chiefs in charge of the various branches of education: higher education, secondary education, technical and home economics training, and primary education. This last department includes the training of teachers for elementary schools, continued and advanced elementary schools, special schools for physically and mentally defective children, the Compulsory Education Law and its enforcement and the instruction in kindergartens and infant schools.

Further departments deal with fine arts, museums, radio, television and press, adult education, research and documentation and study allowances. The Ministry of Education, Arts and Science does not cover all education in the country. Higher, secondary and elementary agricultural training is the concern of the Ministry of Agriculture, Fisheries and Supplies, with the exception, however, of agricultural home economics training, for which the Ministry of Education, Arts and Science is responsible.

About 100 State inspectors are charged with the supervision of education from the point of view of quality. Each controls a number of schools of a given type.

Side by side with the Minister there is the Educational Council, consisting of at least 15 members. The council's function is to advise, either at the Minister's request or on its own initiative, on general problems connected with education entrusted to the care of the Ministry. The secretariat of the council is established at The Hague.

The annual *Report of the State of Education*, which is

prescribed by the constitution, gives a brief account of the principal work of the Ministry and its external services.

Statistics of the various branches of education are compiled by the Cultural Department of the Netherlands Central Bureau of Statistics in The Hague, which publishes the statistics of education and of cultural life in general and gives, on request, any desired information pertaining to its sphere of activity.

Compulsory Education

The Compulsory Education Law of 1900 compels, with a few exceptions, the father, the mother or in general the person in charge of a child to see to it that the child receives an adequate elementary education. Nevertheless, no one is bound to send his children to school, provided he makes provision for their education by tuition at home. In practice, most children attend school unless they have been exempted from compulsory instruction. Although this compulsion begins only at the

age of 7, most children are sent to school at the age of 6. Compulsory regular school attendance ceases as soon as the child has attended a school for eight years.

The following are exempted from compulsory education: children without a fixed domicile; children whose parents object to the kind of tuition provided by all of the schools within reasonable distance (four to six kilometres) from their home; children certified by a doctor's written declaration as unfit to attend an ordinary primary school.

In the first category the children of bargemen are prominent. The Compulsory Education Law has tried to meet their case by providing that any bargeman's child staying for more than two consecutive days in a municipality should attend school there. Thanks to the parents' good sense, their children are usually sent to school as soon as their barges come to port. The second category is practically non-existent, since every child has adequate opportunity of receiving the kind of instruction the parents may wish for it within reasonable distance of the home. Parents therefore have no grounds for raising con-
science.

GLOSSARY

NOTE. Literal or conventional English translations of Dutch terms are placed before the definitions.

algemene landbouw- of tuinbouwschool (secondary agricultural or horticultural school): vocational secondary school for property administrators and managers; sometimes specialized on one subject (e.g. dairying) then known as *landbouweravaksschool*.

avondniveauschool (technical evening school): part-time vocational training school for boys.

bedrijfschool (industrial school): vocational training school usually attached to a factory.

gewoon lager onderwijs (elementary education): primary school, often with attached continuation classes (*voortgezet*).

gymnasium (grammar school): general secondary school of academic type, with two streams, A (languages) and B (science).

handelsonderwijs (commercial training): vocational training schools of commerce of various kinds, including the *handelsdagschool* (day school), *handelsavondschool* (evening school) and *school voor winkelpersoneel* (school for shop assistants).

hogere burgerschool (modern secondary school): general secondary school with two streams, A (languages) and B (science).

huishoudschool: vocational training school of home economics.

klein-seminarium (junior seminary): general secondary school of academic type providing initial training for intending Roman Catholic priests.

kleuterschool (infant school): pre-primary school.

kunst-, kunstnijverheid- en bouwkundonderricht (instruction in arts and crafts): vocational secondary school of fine arts and crafts.

kweekschool: teacher-training school for primary teachers.

lagere land- of tuinbouwschool (lower agricultural or horticultural school): part-time vocational training school of agriculture or horticulture.

lagere technische dagschool (lower technical day school): vocational training school.

middelbaar technisch onderwijs (intermediate technical education): vocational secondary school.

middelbare school voor meisjes (intermediate school for girls): general secondary school of non-academic type for girls.

opleiding voor nijverheidsonderwijs: training classes for intending teachers in vocational schools for boys (*jongens*) or girls (*meisjes*).

scholen voor buitengewoon onderwijs: special schools for physically and mentally defective children.

uitgebreid lager onderwijs u.l.o. of m.u.l.o. (advanced elementary education): lower general secondary school.

uitgebreid lager nijverheidsonderwijs (advanced elementary vocational training): vocational training school for boys or for girls (*voor meisjes*).

voortgezet gewoon lager onderwijs (continued elementary education): upper two years of eight-year primary school, with practical bias, sometimes a separate institution.

zee- en luchtvaartschool (navigation and naval and aircraft mechanics school): vocational training school.
zeevisserijschool en binnenvaartschool (sea-fishery and inland navigation school): vocational training school.

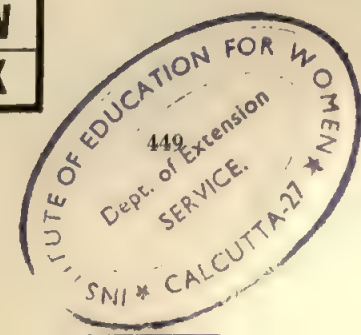
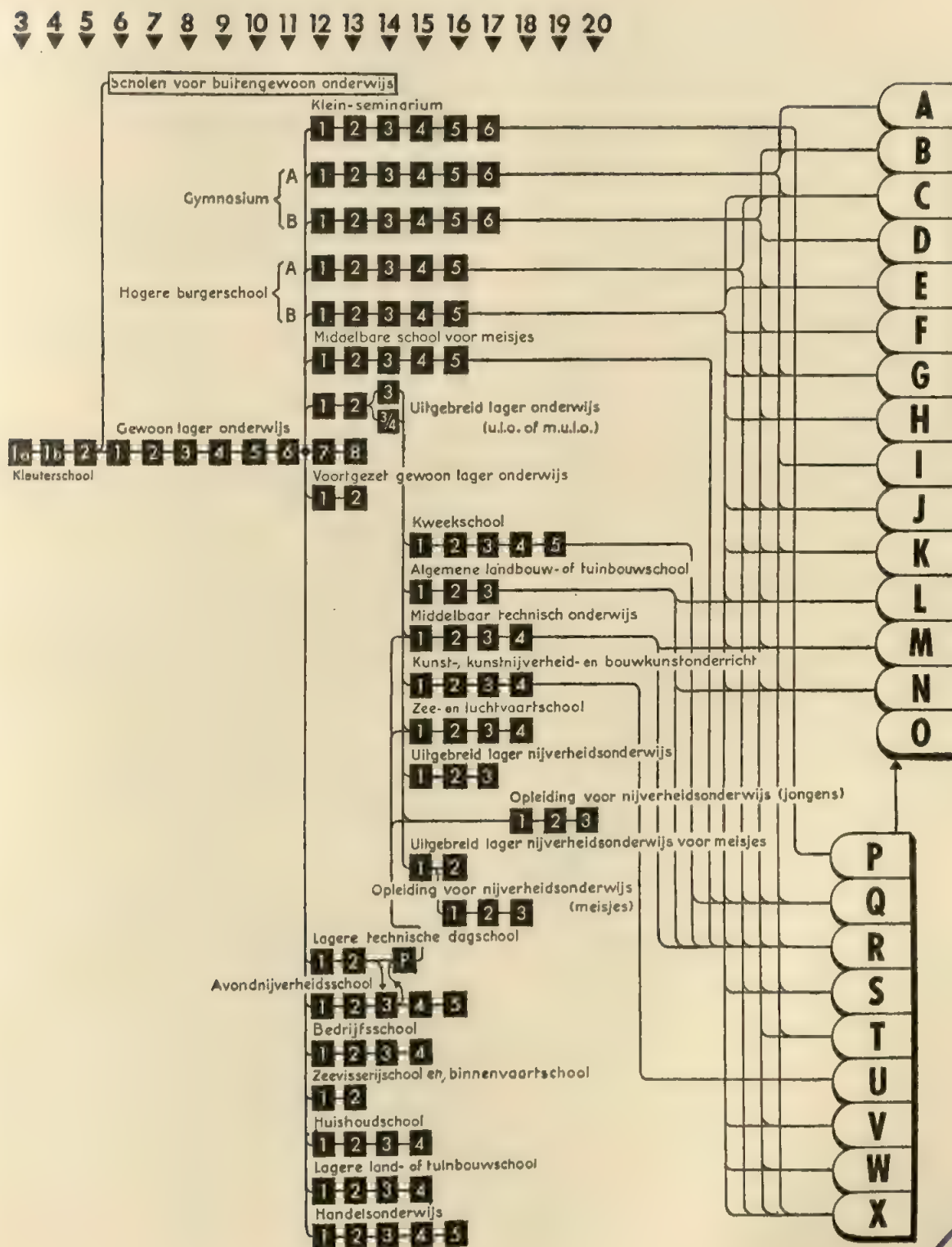
DEGREE-GRANTING INSTITUTIONS OF HIGHER EDUCATION

- A. Theology (Protestant).
- B. Law.
- C. Sociology.
- D. Medicine.
- E. Dental surgery.
- F. Science.
- G. Psychology and social geography.
- H. Physical geography.
- I. Literature.
- J. Economics.
- K. Political and social science.
- L. Veterinary.
- M. Engineering.
- N. Agriculture.
- O. Theology (Roman Catholic).

NON-DEGREE GRANTING INSTITUTIONS OF HIGHER EDUCATION

- P. Senior seminary (Roman Catholic).
- Q. Social work.
- R. Teacher training for secondary education.
- S. Notary.
- T. Tax administration academy.
- U. Academy of arts.
- V. Military academy.
- W. Actuary.
- X. Training for foreign trade and diplomacy.

DIAGRAM



tious objections. The third category, including blind, deaf and mentally deficient children, usually have an opportunity of attending schools specially suited to their requirements (special education). The national and the local bodies, and among the latter the school attendance committees, exercise strict supervision over the enforcement of the Compulsory Education Law. In many municipalities truant children are brought to school by the police.

ORGANIZATION

The diagram gives a general survey of the present structure and shows the types of school in relation to preliminary training required and possibilities for subsequent study. The age indicated is true for pupils who go through all stages without delay, but some simplification is used from the very start, since the age of admission for elementary education is actually 6 or 7 years and not just 6 years as the diagram shows. Similarly, many variations of part-time education are combined. Though the Dutch educational organization scheme is not wholly in accordance with the classifications given in the 'Report of the Expert Committee on Standardization of Educational Statistics' (Unesco/St/R4, 2 January 1952), in the following pages the recommendations concerning level and type are observed.

EDUCATION AT THE FIRST LEVEL

Pre-school Education

There are no legal provisions for education in kindergartens and infant schools, although a bill has been introduced into parliament regulating and subsidizing this type of education. However, the law of 1920 covering primary education deals with inspection. Eight women government inspectors supervise pre-school instruction (their activities are merely advisory), while public health inspectors are responsible for the matter of health.

Many municipalities maintain public infant schools and subsidize to a larger or smaller amount the private schools, which are mainly controlled by private associations. Those schools receive pupils from 3 to 6 years of age and present great variety. Although the Froebel system is the commonest, it is not universal; 20 per cent of all schools have adopted Montessorian principles and some are inspired by Decroly, while others are partisans of no particular system.

EDUCATION AT THE SECOND LEVEL

Primary Education

Elementary schools comprise six, seven or eight years of study.

The pupils are taught reading, writing and arithmetic; they learn the Dutch language, Dutch history (including the elements of the political institutions), geography,

natural history (including the elements of hygiene), singing, drawing, gymnastics (sometimes including swimming) and needlework. These subjects are compulsory. Other subjects may be added to this programme, such as manual work (taught in 20 per cent of the elementary schools). In view of the secondary education to follow, fifth and sixth year pupils may attend private classes outside school hours, in which a foreign language, usually French, is taught.

Continued elementary schools comprise two years of study the sixth class of the ordinary elementary school. type of school is often combined with the elementary I. Practical subjects such as cooking, washing and al work occupy a very important place. This tuition is specially intended for children who will not receive a secondary education, while they have not yet complied with the provisions of the Compulsory Education Law.

EDUCATION AT THE THIRD LEVEL

General Secondary Education

Advanced elementary schools give a course of three or four years which develops further the elementary school subjects and introduces mathematics, physics, foreign languages (English, French, German) and some commercial training. Although the final year gives an opportunity to those wishing to obtain the B diploma (mathematics and physics) and although the school provides general education, it can be characterized as a training for the lower administrative occupations. The small mathematics-physics division admits to secondary technical training (e.g. to a technical high school). The advanced elementary school is also a bridge to the lower classes of secondary education and to training colleges for elementary school teachers.

The secondary schools proper usually admit pupils by way of an entrance examination. The main types of school are:

The grammar school or gymnasium. The curriculum comprises six years of study and its principal object is the study of classics. The official subjects are: Greek and Latin; then Dutch, French, German and English, history, geography, mathematics, physics, chemistry, natural history, Hebrew (optional), gymnastics and drawing. After passing the final examination pupils are entitled to take university entrance examinations. For the faculties of theology or literature and philosophy the examination is more literary in nature than it is for the faculties of medicine or mathematics and physics. The diploma obtained upon passing either of these examinations gives access to the faculties of law, economics and political and social science. On account of the differences between the final examinations, pupils of the fifth and of the sixth class in the grammar school are divided into section A pupils and section B pupils.

The modern secondary school or Hogere Burgerschool. [In a course of five years the curriculum covers sciences, eco-

nomics, commercial subjects, geography, history, Dutch and modern languages (French, German, English). When, in 1917, the diploma became accepted as a right to take university entrance examinations, this type of school developed a dual character and it now trains both for earning a living and for further study at a university. After the third year pupils choose between the more mathematical and physical science side and that devoted to modern languages and commercial science. The diploma for the former section (called H.B.S.-B) has with some restriction (e.g. study of law) the same rights in regard to university entrance examinations as that of the grammar school, section B. That of the other section (the diploma H.B.S.-A) gives only the qualification to take university examinations in the economic or social sciences.

The lyceum is usually a combination of a grammar and a modern secondary school. After a substructure of one or two years of joint tuition, there come three or four years of modern secondary school or four years of grammar school. When this type of school was established, the object in view was to defer the choice between modern secondary school and grammar school until a better judgment could be formed about pupils' aptitudes for the various subjects. There is, however, a difference in the allocation of these subjects in the later years of study. The final examinations are the same as those which we have already mentioned, and the diplomas confer the same rights.

Modern secondary school for girls. This type of school allows for the particular needs of pupils. While many of the subjects taught are also included in the programme of other modern secondary schools, place is given to the history of art, needlework, music and hygiene, and sometimes manual work, recitation and home economics. The schools usually comprise five years of study.

The junior seminaries are designed for those preparing to study for the Roman Catholic priesthood at a senior seminary. The education is very similar to that of a grammar school (section A).

Elementary Vocational Education

Technical training for boys. Technical day schools are the principal form for this education. Boys from an elementary school are given a two-year course as the basis for the trades they choose. The schools usually comprise sections for woodwork (carpenters and cabinet-makers), for metal-lurgy (fitters, smiths, brass, lead and zinc workers, motorcycle and automobile repairers, instrument makers and electricians); in addition, there is often a section for painters, and in some cases for the trades of mason, plasterer, modelmaker, tailor, shoemaker, printer, textile worker, baker and pastrycook and butcher. The training combines the theory and practice of the particular trade, and some instruction is given in general subjects. About half the time is devoted to practical work in specially equipped workshops. Some technical day schools are connected with large industrial concerns and are then called 'industrial schools'.

Pupils from technical day schools, or from the elementary schools, may find employment in a factory under the apprenticeship system. They then learn a trade on-the-job, according to a fixed programme and under the direction of a foreman. As a rule they receive supplementary theoretical training in the technical evening schools. Therefore this possibility is not shown in the diagram.

The technical evening school gives the opportunity to those who pass directly from elementary school to a job to supplement their daytime experience with more theoretical and sometimes also practical knowledge. The duration of training varies, according to the selected branch, from two to five years.

Schools for deep-sea fishing and inland navigation provide training for skippers and motormen.

Agricultural and horticultural training. Agricultural and horticultural schools are open to those who have passed through all classes of the elementary school. The curriculum develops the general subjects of the elementary school, and introduces the elements of natural science, agriculture, horticulture, stock-breeding, dairying and finally, some knowledge of political institutions and of rural economy. The work of each school is closely related to conditions in the neighbourhood. The training lasts four years. In the first year two days of lessons are given a week; in the other years, one day. The first two years contain 40 weeks of study, the last two, 30 weeks. This arrangement has been made to divert pupils as little as possible from their daily occupations. In addition to the tuition given in school a large number of elementary courses in agriculture and horticulture are organized annually.

Commercial training. The commercial day and evening schools have one to five years of study and the programme may comprise the following subjects: Dutch, French, English and German language; history and the history of commerce, geography and commercial geography, commercial subjects (bookkeeping, commercial arithmetic, the organization and technique of commerce, industrial and political economy, commercial law), political institutions, mathematics, physics, chemistry, drawing, gymnastics and music. In schools with a four-year course, correspondence in the four languages referred to is also taught. The diploma does not give a right to take academic examinations. Shop assistants are trained in day schools with a two-year course.

Home economics training for girls. The girls' home economics schools vary greatly in form. Pupils come from the elementary school and then take a course of two years. Some girls then go on to special training for a position as mother's help, children's nurse or dressmaker.

Secondary Vocational Education

Technical training for boys. Advanced elementary technical day schools provide a more thorough vocational training than is to be obtained in the technical day schools. To gain admission, a diploma of advanced elementary education is often required.

Secondary technical schools provide training for future foremen and other middle-grade technicians. After a school training of two years, the pupils spend a practical year and return to school for the fourth year. These schools include various branches: mechanics, electrotechnics, architecture, etc. To gain admission, a diploma of advanced elementary or secondary (H.B.S.) education, or of a technical day school, is required. In the latter case one has to attend a preliminary course and take an entrance examination.

Schools for fine and industrial arts have most of their pupils in the sections for drawing, painting, sculpture, publicity and applied art. Some schools also prepare pupils for the various certificates which entitle the holders to teach drawing.

Schools for navigation, marine and aircraft engineers may be grouped together. The complete training of deck officers and marine engineers generally consists of two years of study at the school, followed by specialized training for the ranks of third, second and first officer or marine engineer. After completion of one of these courses a certain period must be spent at sea. The training for aircraft engineer consists only of two years of study at the school.

Agricultural and horticultural training. The secondary agricultural and horticultural schools are intended to furnish suitable training for young people who will later have to administer agricultural or horticultural property. For admission an entrance examination must be passed, at approximately the level of the third year of secondary school. The course lasts two and a half years and is divided into three winter half-years and two summer half-years. Besides subjects directly concerned with agriculture and stock-breeding, the pupils study foreign languages and some commercial subjects.

The diploma of some secondary agricultural schools admits the holder to enter the faculty of veterinary medicine at the State University of Utrecht or the agricultural school at Wageningen. Besides these schools a number specialize in a single subject, such as dairywork, cheese-making, flax growing, cultivation of potatoes, fruit growing, market gardening, bulb and flower growing. Finally there are many winter schools with a general training during a period of four years.

Home economics training for girls. Advanced elementary classes can generally be followed by pupils who have the certificate of an advanced elementary school or of a secondary school for general education. The classes include: home economics training and courses for nursery governess, tailoress, cutter, housekeeper, domestic head of an institution. Each lasts one year.

These are followed by home economics training classes of secondary school standard, designed chiefly for the training of teachers.

Mention should also be made of special schools for training midwives and nurses.

EDUCATION AT THE FOURTH LEVEL

Higher Education

Non-degree-granting education. By this is meant such education as does not fall within the Higher Education Act but for which a secondary school certificate is required. The main branches are shown in the diagram.

Degree-granting education. These institutions include universities and institutions at a university level. Tuition at these institutions is regulated by the Higher Education Act and the Higher Agricultural Education Act.

The Netherlands has six universities: the State Universities of Leyden, Utrecht and Groningen, the Municipal University of Amsterdam, and two independent institutions, the Free Calvinist University of Amsterdam and the Roman Catholic University of Nijmegen. In addition, four schools of university standard exist: the school of engineering at Delft, the school of agriculture at Wageningen (both State-controlled), the school of economics at Rotterdam and the Roman Catholic school of economics at Tilburg (both private). In these schools tuition is limited to a group of subjects, as indicated by their names. The following faculties are to be found in all the universities: theology, law, medicine, literature and philosophy, and, with the exception of the Roman Catholic University of Nijmegen, mathematics and physics; these faculties are either separate or grouped, like the combined departments of law, literature and philosophy, which include sociology and the combined departments of science, literature and philosophy including psychology, social geography and physical geography.

The University of Utrecht also has a faculty of veterinary medicine, and the Municipal University of Amsterdam a faculty of economics and one of political and social sciences. Groningen and the Free Calvinist University of Amsterdam also have faculties of economics.

In all the faculties, at least two examinations must be passed; the first is named 'candidate' and the second confers the title 'doctorandus' (or in the case of the schools of engineering and of agriculture, the degree of 'engineer' and in the faculty of law the degree of 'master'). In the faculty of theology and in the schools of engineering, agriculture and economics students must pass a preliminary (propaedeutic) examination before the examination for 'candidate'. In all faculties the degree of doctor is conferred after the student has passed the examination for 'doctorandus' and has defended a thesis.

A characteristic of Netherlands higher education is that, within the framework of a general outline of subjects, it leaves the students great liberty in the choice of what may be called auxiliary subjects. Up to a certain limit the student may arrange his course of studies according to his own preference.

Teacher Training

For kindergartens and infant schools, women teachers are trained in 114 schools or in special courses. About two-thirds of those in service hold diplomas.

For elementary schools, the majority of teachers are trained in training colleges.

From September 1952 new statutory regulations have come into force. These lay down a training period of five years' duration. The training includes three linking courses. To be admitted to the first course—including two years of study—either a certificate of an advanced elementary school or a favourable result at the end of a three years' course at a general secondary school is required.

Minimum age of admittance is 15 years. The curriculum of the first course includes mainly general information. At the end of the second year of study pupils have about reached the level which corresponds to the certificate of a general secondary school. Those pupils having one of the latter certificates therefore start their training to become a primary school teacher in the second course, which also lasts two years. This is the period of actual training. The curriculum includes: pedagogics (including psychology and methods), general didactics, special didactics for primary school subjects, music, drawing, manual training, physical training and, for girls, needlework. During the second course, moreover, pupils are practised (mostly in so-called practice schools, belonging to the teacher-training colleges). At the end of the second course a certificate with limited qualifications is issued to those pupils who passed the school examination successfully. Those who afterwards follow the third course, in which the subject matter of teaching of the second course is deepened and completed, and again pass an examination, will be fully qualified as teachers. They will then be qualified for appointment as headmaster presuming that they are of required age and ability.

For post-elementary subjects. Teachers with the head-teachers' certificate are preferred—after having one or more certificates for elementary subjects (French, German, English, mathematics, commercial practice)—for the posts of teacher in an advanced elementary school or in a school for elementary agricultural and horticultural instruction (agricultural and horticultural subjects).

The training is given by private courses. Dependent on the preparatory training, the duration is one to three years' study and is taken by teachers holding a full-time teaching job.

For technical and vocational schools. The law relating to this branch of education requires that a teacher in service in a subsidized public or private technical school shall hold a certificate of aptitude for which there exist preparatory courses within the technical education system.

Many teachers in secondary technical schools are university graduates.

For secondary schools. About 44 per cent of teachers in secondary day schools have had university training. Those who have a university training are required to have followed at least one year of study of pedagogics, psychology of puberty and general didactics. They must also be familiar with special didactics of the subjects for which they will be qualified and must have attended up to six months of secondary school teaching of the subject(s) concerned. Over 40 per cent hold the secondary teacher's

certificate obtained after examination by an official board: It is not permitted to take the final (teachers) examination without having a diploma of a secondary school.

Special Education

These schools are regulated by the Royal Decree of 28 December 1949. They consist of schools for children who are deaf and dumb, hard of hearing, physically hampered, suffering from tuberculosis, physically weak, suffering from epilepsy, mentally deficient, psychopaths, pupils placed under governmental control, pupils attending pedagogical institutions, pupils who cannot be educated normally.

Of a different order, schools have been created for bargees' children, who, because of their nomadic life, cannot attend classes regularly.

FINANCE

Data for the country as a whole are given in Table 4. Nursery schools receive no State grant as yet, but are maintained (public schools) or up to a larger or smaller amount subsidized (private schools) by 80 per cent of the municipalities.

In elementary education, the State reimburses to the municipalities the salaries paid to teachers, as well as contributions to pensions. It does not contribute to expenses due to the construction and upkeep to schools or to the purchase of the customary materials and furnishings.

In the case of private schools which fulfil the required conditions and whose requests for subsidies are in order (exceptions hardly exist), the municipality must bear the expense of school construction or purchase, while the school management puts up a 15 per cent guarantee, which is repaid after 20 years if at that time the school has enough pupils. The municipality refunds to the school the same amount per pupil as that paid to public schools of similar type. The State refunds teachers' salaries so far as the number of teachers does not exceed the authorized teacher-pupil ratio. It pays also for cases of authorized leave and gives the contributions towards teachers' retirement, in the same manner as for public schools.

In secondary education the public authorities give substantial aid, amounting to full compensation of expenditure, to those private grammar schools, boys' and girls' modern secondary schools and commercial schools which meet the requirements.

In technical and home economics education, the State assumes 70 per cent of the expenses of private and municipal schools giving primary technical training; the municipalities must furnish 30 per cent. In secondary technical education these percentages are 75 and 25 respectively, according to whether the schools are private or municipal.

In primary and secondary agricultural training the State contributes annually approximately 5 million guilders, while provincial and municipal administrations contribute generously. In addition, agricultural organizations bear a large part of the financial burden. For

private institutions, subsidies are based on the expenses of State universities; the city of Amsterdam meets the budget of its local municipal university.

Although education in the Netherlands is not free of charge, many pupils from families with small incomes are completely exempted from fees. A system of study allowances and scholarships enables bright pupils to obtain higher forms of education. With the exception of tuition fees at the university, which are equal for all students (325 guilders a year), the fees charged by schools vary according to the size of parents' incomes.

ADULT EDUCATION

In the Netherlands there is no legal regulation for adult education. In general it can be said the organization reflects the qualities that typify the whole Dutch educational system: a preference for private initiative and for organizations based on a particular, often confessional attitude to life.

The State, provinces and municipalities subsidize adult education to a varying degree. Because of the width and variety of the work undertaken on private initiative and the difficulty of obtaining exact statistics in this vast field, it is only possible to indicate a few types of institution with relevant figures.

People's universities (*Volksuniversiteiten*) are institutions aiming to provide courses and lectures for adults on popular scientific subjects. The range of subjects discussed is wide: psychology, social and economic matters, history, art, language and literature. In 1951 there were 64 institutions, with an enrolment of 45,000 students (of whom 30,000 were women).

The people's high schools (*Volkshogescholen*) resemble the well-known Danish schools. They number 10, with an enrolment in 1948 of 14,536.

Correspondence courses are well developed in all fields. There were an estimated 100,000 students in 1948.

State workshops (*Rijkswerkplaatsen*) have been set up to provide vocational training for unskilled workers, or

to give re-training facilities to workers who have been forced to change their occupation. This training is given also by industries receiving a State subsidy. In December 1951, there were 34 workshops, with 3,100 students.

SCHOOL HEALTH SERVICES

Medical inspection by physicians accompanied by nurses is becoming general. This medical inspection is not yet enforced by law, so that its organization differs from one district to the other. Many municipalities have created medical services for the public schools, of which the independent schools may also take advantage. Sometimes a number of municipalities combine to arrange this inspection by districts.

In addition to full-time school doctors there are a number who work part-time. Methods of inspection vary from one locality to another. As a rule, the medical inspector visits the kindergartens and infant schools and the elementary schools, but in some municipalities inspection is extended to schools attended by older children. When children attend a school for the first time they are medically examined. Information furnished by the parents and by other teachers then constitutes useful data for the doctors.

After this initial medical examination, the child may be called up for examination in the course of the third and fifth school years. During 1950 some 380,000 children (or 31 per cent of elementary school pupils) were examined in this manner by 213 school physicians. The latter were spread over 135 services.

The work of the school doctors is generally confined to examination, the family physicians being referred to in cases where treatment is called for. In addition, the pupils are examined from time to time for the purpose of detecting cases of tuberculosis, to which end radiography or radiography are employed, while the Von Pirquet reaction is often used. The large centres of population usually have at their disposal a private service of school physicians.

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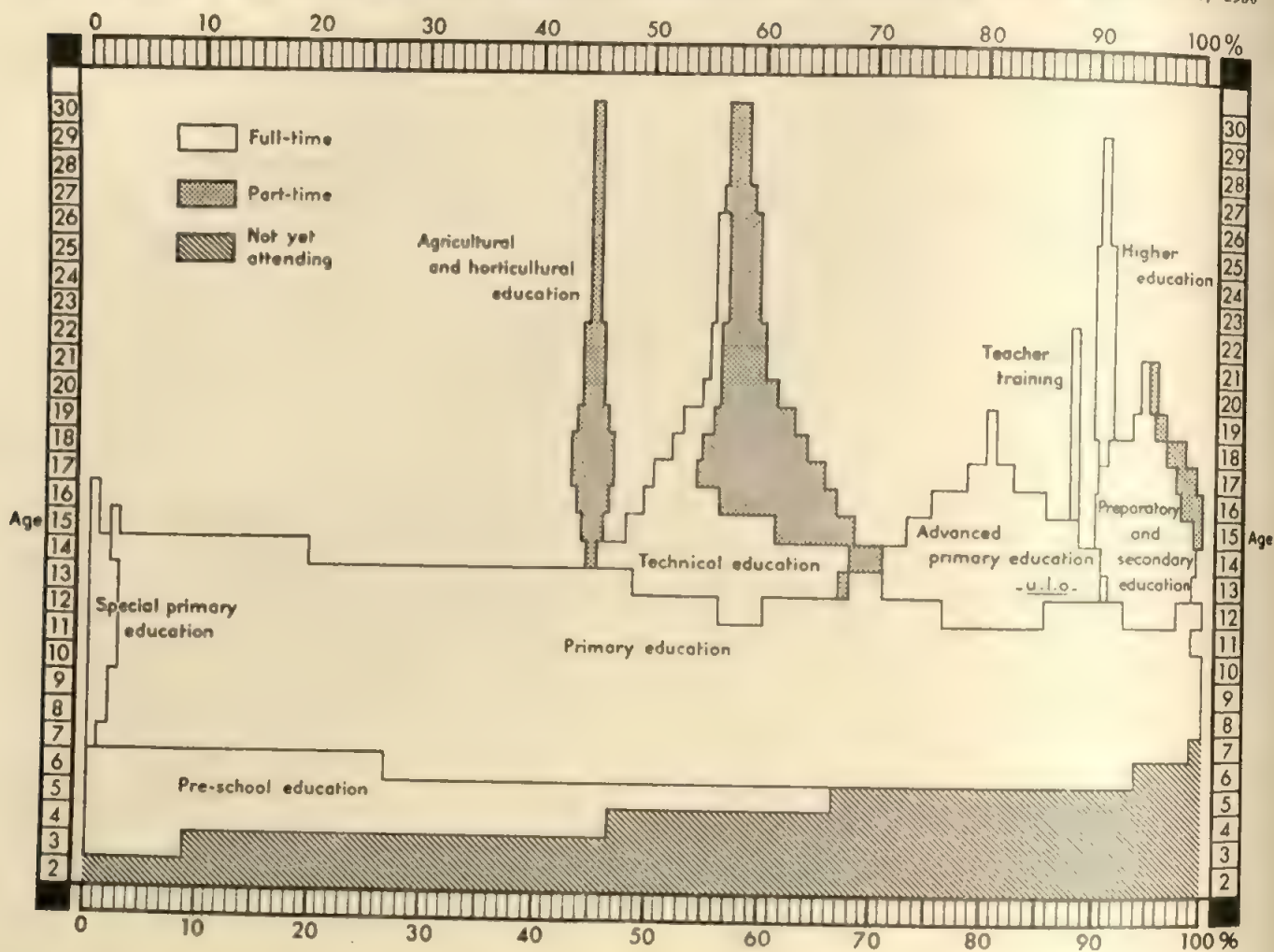
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PERCENTAGE OF THE POPULATION ATTENDING EDUCATIONAL ESTABLISHMENTS IN THE NETHERLANDS, 1950



Source. From: Centraal Bureau voor de Statistiek, *De ontwikkeling van het onderwijs in Nederland*, 1951, p. 15.

1. HIGHER EDUCATION, 1951/52

Faculty	Number of faculties	Teachers ¹			Students enrolled			Graduates		
		Total	M. ²	F. ²	Total	M.	F.	Total	M.	F.
All faculties	49	1 053	1 023	30	29 887	25 055	4 832	2 906	2 555	351
Theology	6	63	63	—	1 167	1 074	93	127	114	13
Law	6	—	—	—	3 015	2 176	839	439	328	111
Law and Literature	4	98	96	2	481	351	130	111	100	11
Medicine (physician)	6	—	—	—	6 932	5 588	1 344	474	401	73
Medicine (dentist)	2	155	153	2	635	577	58	100	82	18
Natural sciences	4	—	—	—	3 585	2 995	590	285	238	47
Natural sciences and Literature	5	192	182	10	1 019	631	388	77	59	18
Literature and philosophy	6	247	231	16	2 328	1 368	960	169	125	44
Economics	5	100	100	—	3 080	2 992	88	280	277	3
Political and social science	2	19	19	—	692	514	178	5	3	2
Veterinary surgery	1	17	17	—	580	543	37	64	61	3
Technical science	1	144	144	—	5 415	5 345	70	666	661	5
Agriculture	1	68	68	—	958	901	57	109	106	3

Source, Nederland. Centraal Bureau voor de Statistiek.

Note. Figures refer to the degree-granting institutions only.

1. 1950/51.

2. Estimated.

3. The total is less than the sum of the items as some of the teachers are attached to more than one faculty.

2. PUBLIC EXPENDITURE ON EDUCATION, 1949 (in thousands of guilders)

Item of expenditure or revenue	Total	Central administration ¹	Pre-school education	Primary education	Secondary education		Higher education ³	Teacher training ⁴	Special education	Other
					General education	Vocational education ²				
PUBLIC SCHOOL EDUCATION										
Net expenditure	160 498	3 292	5 811	59 730	38 273	6 906	26 813	1 999	4 474	13 200
Total (gross expenditure)	179 117	3 292	6 304	63 679	43 103	7 860	34 173	2 189	4 569	13 948
Contributions from Central Government	113 221	1 765	—	44 499	17 831	5 732	29 386	1 762	2 554	9 692
From budget of Ministry of Education	(108 213)	(1 765)	—	(44 499)	(17 831)	(3 415)	(26 925)	(1 762)	(2 554)	(9 462)
From budget of Ministry of Agriculture	(5 008)	—	—	—	—	(2 317)	(2 461)	—	—	(230)
Contributions from provincial governments	309	—	—	—	74	14	26	2	86	107
Contributions from local authorities	65 587	1 527	6 304	19 180	25 198	2 114	4 761	425	1 929	4 149
Revenues	18 619	—	493	3 949	4 830	954	7 360	190	95	748
Fees	16 023	—	443	3 055	4 424	730	6 797	175	45	374
Other revenues	2 596	—	50	914	406	224	563	15	50	374
PRIVATE SCHOOL EDUCATION										
Net expenditure	253 356	—	7 359	146 182	44 348	45 133	1 005	2 904	6 425	...
Total (gross expenditure)	263 745	—	7 359	153 953	46 242	45 749	1 005	2 904	6 533	...
Subsidies from Central Government	198 565	—	...	118 571	39 126	32 261	852	2 829	4 926	...
From budget of Ministry of Education	(195 346)	—	...	(118 571)	(39 126)	(29 042)	(852)	(2 829)	(4 926)	...
From budget of Ministry of Agriculture	(3 219)	—	...	—	—	(3 219)	—	—	—	...
Subsidies from provincial governments	863	—	...	—	79	499	18	10	257	...
Subsidies from local authorities	64 317	—	7 359	35 382	7 037	12 989	135	65	1 350	...
Revenues	10 389	—	...	7 771	1 894	616	...	...	108	...
Fees	9 416	—	...	7 522	1 870	...	...	...	24	...
Other revenues	973	—	...	249	24	616	...	...	84	...
GENERAL TOTAL	413 854	3 292	13 170	205 912	82 621	52 039	27 818	4 903	10 899	13 200

Source, Nederland. Centraal Bureau voor de Statistiek.

Note. Official exchange rate: Jan.-Aug. 1949: 1 guilder = 0.3770 U.S. dollar; beginning Sept. 1949: 1 guilder = 0.2632 U.S. dollar.

1. As well for public as for private education.

2. Including training for certificates in technical, domestic, agricultural and horticultural subjects.

3. For degree-granting institutions only.

4. For teacher training in pre-school and primary education only.

5. In settling accounts of subsidies it is usual that the fees received by the private schools are considered; the government, however, does not receive fees.

3. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers ¹		Students ¹	
		Total	F.	Total	F.
Pre-school					
Kindergartens and infant schools, public	333	1 508	1 508	61 204	29 299
Kindergartens and infant schools, private	2 950	7 072	7 072	303 393	148 889
Primary					
Elementary and continued elementary schools, public	2 398	² 10 154	² 4 426	350 175	167 252
Elementary and continued elementary schools, private	4 816	26 089	12 445	920 640	450 780
Secondary					
<i>General secondary education</i>					
Advanced elementary schools, public	263	³ 1 595	³ 163	42 910	21 112
Advanced elementary schools, private	685	⁴ 3 426	⁴ 871	89 593	44 181
Gymnasiums	59	⁵ 1 244	⁵ 170	10 554	3 146
Modern secondary schools	139	⁶ 2 895	⁶ 494	32 284	9 211
Lyceums	115	⁶ 2 964	⁶ 628	35 718	14 191
Modern secondary schools for girls	30	⁶ 499	⁶ 279	3 518	3 518
Junior seminaries	51	⁶ 800	—	6 916	—
<i>Elementary vocational education</i>					
Technical day-schools, industrial schools for boys	191	3 004	7	58 224	189
Apprenticeship system	44	...	...	⁶ 24 026	⁶ 193
Technical evening schools for boys	298	4 418	2	⁷ 56 722	⁷ 468
Schools for deep sea fishing	8	48	—	511	—
Schools for inland navigation	17	98	—	661	—
Agricultural or horticultural schools	255	⁵ 2 397	⁵ 5	50 191	1 678
Commercial day-schools	16	⁵ 251	⁵ 23	1 511	246
Commercial evening schools	128	1 309	42	16 698	5 372
Training schools for shop assistants	2	46	14	722	378
Home economics schools for girls	...	5 309	4 135	112 595	112 581
<i>Secondary vocational education</i>					
Advanced elementary and preparatory secondary technical schools for boys	57	572	2	6 168	2
Secondary technical day-schools	28	722	—	9 989	21
Schools for arts and crafts	26	260	29	3 163	906
Schools for navigation	11	—	—	1 693	—
Schools for naval and aircraft mechanics	29	490	2	3 036	—
Secondary agricultural schools	47	—	—	3 553	—
Secondary specialized agricultural schools	5	⁵ 677	⁵ 2	687	5
Secondary horticultural schools	9	—	—	630	69
Secondary specialized horticultural schools	58	296	⁵ 5	1 115	—
Advanced elementary vocational classes for girls	...	...	...	4 282	4 282
Midwifery schools	3	34	22	164	164
Higher					
<i>Non-degree granting education</i>					
Senior seminaries	75	⁶ 500	—	3 116	—
Schools for social work	11	284	99	1 333	1 217
Schools for notaries	7	...	...	124	5
School of accountancy	1	...	...	779	5
Tax administration academy	1	15	—	180	—
Academy of arts	1	12	—	101	42
Military academies	2	107	—	529	—
School for actuaries	1	16	—	60	—
Training for foreign trade and diplomacy	1	22	2	164	—
<i>Degree-granting education</i>					
Universities	6	⁵ 819	⁵ 30	21 646	4 656
Institutions of university level	4	⁵ 276	—	8 241	176

1. Including full and part-time teachers and students.
2. Excluding the teachers for special subjects: 3,217 (2,447 female) in 1951/52.
3. Excluding the teachers for special subjects: 429 (234 female) in 1951/52.
4. Excluding the teachers for special subjects: 1,070 (557 female) in 1951/52.

5. 1950/51.
6. As a rule these pupils are in theoretical training in the technical evening schools.
7. Including the numbers of pupils of the apprenticeship system.

Level of education and type of school	Institutions	Teachers ¹		Students ¹	
		Total	F.	Total	F.
Teacher training					
For kindergartens and infant schools					
Teachers				4 524	4 524
Head-teacher	114	2 727	422	1 287	1 287
For elementary schools					
Teacher training (schools)	89	1 152	328	11 354	5 912
Teacher training (courses)					
Head-teacher training (schools)	...	...	...	2 000	600
Head-teacher training (courses)	...	...	...	9 000	4 000
For elementary subjects (courses)	...	...	...	3 106	1 440
For technical subjects	...	...	...
For secondary subjects	...	...	...
Education in universities ⁴	16	439	...	(6 932)	(1 938)
Education in courses	...	...	...	7 500	1 500
Special					
For mentally handicapped children	219	1 626	851	27 068	10 604
For physically handicapped children	79	596	284	8 254	2 953
For bargees' children	27	124	43	6 384	3 034

Source. Nederland. Centraal Bureau voor de Statistiek.

1. Including full and part-time teachers and students.
2. 1949/50.

3. 1950/51.

4. Already included in: Higher education, Degree granting institutions.

1. AGE AND SEX DISTRIBUTION OF STUDENTS IN ALL SCHOOLS AS AT 31 DECEMBER 1950

Age in years	Number of students enrolled			Percentage of students enrolled								
				By sex for each age			By age for each sex			By sex and age of population		
	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.
Total	2 231 600	1 213 600	1 018 000	100.0	54.4	45.6	100.0	100.0	100.0	21.9	23.9	19.9
6 —	287 400	147 400	140 100	100.0	51.3	48.7	12.9	12.1	13.8	20.3	20.3	20.3
6	190 800	97 600	93 200	100.0	51.2	48.8	8.6	8.0	9.2	93.6	93.4	93.8
7	193 800	99 500	94 400	100.0	51.3	48.7	8.7	8.2	9.3	99.1	99.1	99.1
8	177 700	91 300	86 400	100.0	51.4	48.6	8.0	7.5	8.5	99.3	99.4	99.3
9	169 900	86 900	83 000	100.0	51.2	48.8	7.6	7.2	8.1	99.6	99.5	99.8
10	173 200	88 000	85 200	100.0	50.8	49.2	7.8	7.2	8.4	99.3	99.1	99.4
11	169 400	86 200	83 300	100.0	50.9	49.1	7.6	7.1	8.2	99.7	99.7	99.7
12	166 600	85 300	81 300	100.0	51.2	48.8	7.5	7.0	8.0	99.3	99.5	99.1
13	157 900	80 600	77 200	100.0	51.1	48.9	7.1	6.6	7.6	98.5	98.6	98.4
14	122 200	66 500	55 700	100.0	54.4	45.6	5.5	5.5	5.5	75.9	80.9	70.8
15	81 800	51 700	30 100	100.0	63.2	36.8	3.7	4.3	3.0	51.4	63.5	38.7
16	70 100	47 000	23 100	100.0	67.0	33.0	3.1	3.9	2.3	43.8	57.4	29.5
17	56 300	39 000	17 400	100.0	69.2	30.8	2.5	3.2	1.7	35.5	48.1	22.3
18	44 100	31 300	12 700	100.0	71.1	28.9	2.0	2.6	1.3	26.6	37.2	15.7
19	32 400	22 700	9 700	100.0	70.1	29.9	1.4	1.9	1.0	19.8	27.3	12.1
20	22 900	15 400	7 500	100.0	67.4	32.6	1.0	1.3	0.7	13.7	18.1	9.1
21	17 000	11 400	5 600	100.0	67.1	32.9	0.8	0.9	0.5	10.5	13.9	7.0
22	15 100	10 400	4 700	100.0	68.7	31.3	0.7	0.9	0.5	9.4	12.7	5.9
23	13 600	9 600	4 000	100.0	70.6	29.4	0.6	0.8	0.4	8.7	12.1	5.1
24	11 900	8 300	3 500	100.0	70.2	29.8	0.5	0.7	0.3	7.6	10.6	4.5
25	9 900	7 200	2 700	100.0	72.4	27.6	0.4	0.6	0.3	6.3	9.2	3.5
26 +	47 600	30 300	17 300	100.0	63.7	36.3	2.1	2.5	1.7			

Source. Nederland. Centraal Bureau voor de Statistiek.

SURINAM

Total population (1951 midyear estimate): 223,000.
Total area: 143,000 square kilometres; 55,000 square miles.
Population density: 1.6 per square kilometre; 4 per square mile.
Pupil-teacher ratio: 37 in primary schools.

Public expenditure on education (1952 budget): 4,311,650 NWI guilders.

LEGAL BASIS

Education in Surinam has its legal base in the Education Ordinance of 8 December 1876 (G.B. 1877 No. 10) providing free and compulsory education for children between 7 and 12. This ordinance, with numerous alterations and extensions, is still valid today.

The school year is about 200 days.

ADMINISTRATION

The Minister is assisted by the Director of Education, who is the permanent head of the department. This department allocates funds voted annually for education by the Legislative Council, and controls the inspectorate and all matters pertaining to curricula.

The inspectorate, consisting of one inspector and two assistant inspectors, is charged with supervising the quality of education.

The Education Ordinance of 8 December 1876 compels, with a few exceptions, the father, the mother or in general the person in charge of a child to see that the child receives an adequate elementary education. No one is bound, however, to send his child to school, provided he arranges for his education by tuition at home. Although compulsion begins at the age of 7, the majority of children are sent to school at the age of 6, the permitted age of entry to elementary school.

FINANCE

Nursery schools and kindergartens receive a certain sum per school as a subsidy from the government.

In elementary education the State subsidizes the different forms of private education (mostly on a denominational basis) with the amounts their schools would cost if they had been government-owned and if they fulfil the required conditions. This includes salaries of teachers, salaries in case of authorized leave of absence and in cases of teachers' retirement (G.B. 1925 No. 93, with amendments and supplements).

The schools for secondary education and the technical school are government-owned.

Official exchange rate: 1 NWI guilder = 0.53 U.S. dollar.

Prepared by the Department of Education, Paramaribo, in November 1952.

ORGANIZATION

There are no legal provisions yet for education in nursery schools and kindergartens. A number of nursery schools and kindergartens are, however, subsidized. The Froebel system is most commonly followed.

Primary Education

There are elementary schools (the Dutch term *gewoon lager onderwijs* being abbreviated to GLO) of three kinds:

1. GLO-A (Elementary Education-A) intended for children from Dutch-speaking homes.
2. GLO-B, intended for children from non-Dutch-speaking homes.
3. District-GLO, for rural children.

As Dutch is the medium of instruction in all schools, it is obvious that the approach in GLO-B and District-GLO schools has to be different from that of GLO-A schools.

In all three the pupils are taught reading, writing and arithmetic, Dutch, history, geography, natural history, singing, drawing, needlework. In the GLO-A schools English is included in the curriculum.

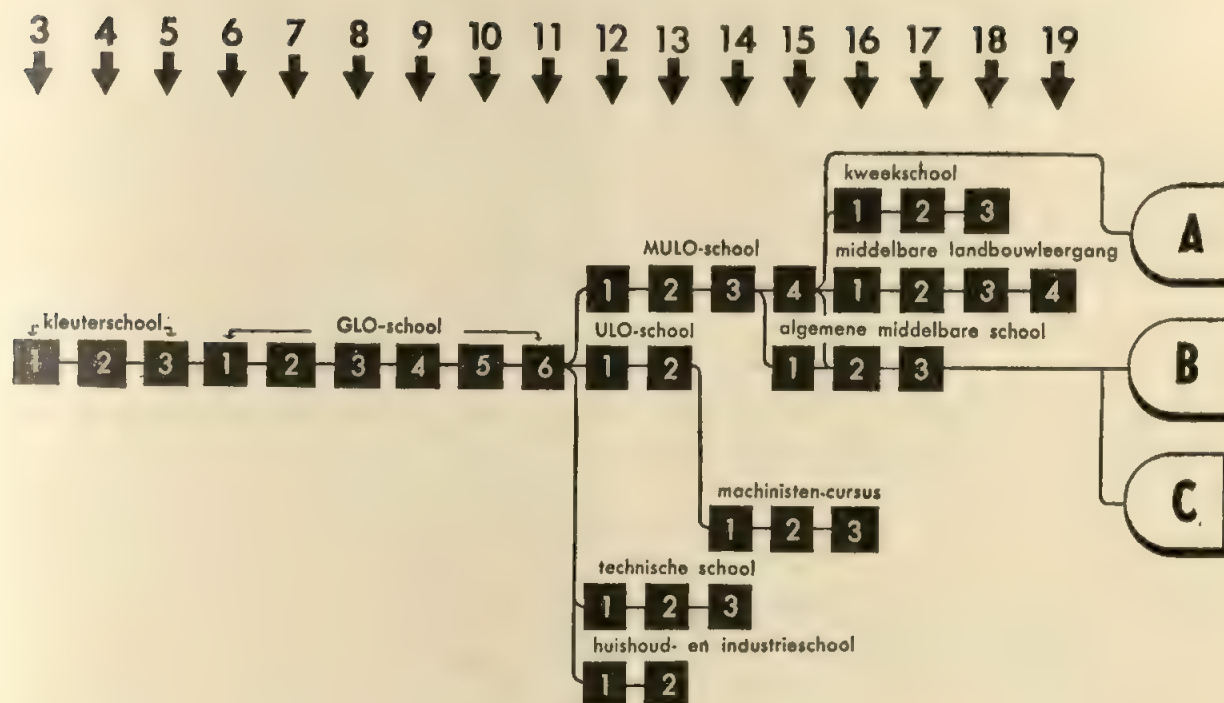
Continued elementary schools (ULO-schools or *uitgebreid lager onderwijs*), comprise two years of study after the sixth class of the ordinary elementary school. This tuition is specially intended for children who will have no further education in school. Besides the subjects of the elementary school elements of commercial subjects such as bookkeeping, commercial arithmetic and English language are taught.

Secondary Education

Advanced elementary schools (MULO-schools or *meer uitgebreid lager onderwijs*) give a four-year course which further develops the elementary school subjects and introduces either (in the B-department) mathematics, physics and foreign languages (English, French, German) or (in the A-department) commercial subjects and foreign languages (English, French, Spanish). Although this type of school provides general education, it can be characterized as training for the lower administrative occupations.

The MULO-school also forms a bridge to the school for secondary education, e.g. the general secondary school

DIAGRAM



GLOSSARY

algemene middelbare school: upper general secondary school with two streams, one emphasizing modern languages and commercial subjects, the other mathematics and physical science.

GLO-school (elementary school): primary school of three kinds—GLO-A for Dutch-speaking children, GLO-B for non-Dutch-speaking children and District-GLO for rural children.

huishoud- en industrieschool: vocational training school of home economics.

kleuterschool: pre-primary school.

kweekschool: teacher-training school.

machinisten-cursus: vocational training course for machinists.

middelbare landbouweergang: vocational secondary school of agriculture.

MULO-school (advanced elementary school): lower secondary school with two courses, general and commercial.

technische school: vocational training school for boys.

ULO-school (continued elementary school): two upper classes attached to primary school giving pre-vocational training.

HIGHER EDUCATION

A. *Rechtsschool*: law school.

B. *Geneeskundige school*: medical school.

C. University study abroad.

(*Algemene Middelbare School*) and Surinam Training College for Teachers (the Surinaamse Kweekschool).

The *Algemene Middelbare School* has two sections of three-year courses, as follows:

A section. To enter this section pupils should have passed from the third to the fourth form of the MULO-B or passed the final examination of the MULO-A. It gives a general education in modern languages and commercial subjects, and is mostly intended for the middle administrative occupations, while leading to university study (in the Netherlands) in economics, social sciences, accountancy, etc.

B section. To enter this section pupils should have passed from the third to the fourth form of the MULO-B. It is

devoted to mathematical and physical science and leads to university study in medicine, science, technology, economics, social sciences, etc.

Technical Education (Primary Level)

Technical training for boys is given in the elementary technical school. Boys from the elementary school can take a three-year course as base for the trades they choose. The school comprises sections for woodwork (carpenters and cabinet-makers), for metallurgy (smiths, fitters, brass, lead and zinc-workers, motor-cycle and automobile repairers, electricians). For those already in a job, evening classes give the necessary theoretical training for the same trades as well as for painters and masons.

There is also a government training course of three years for the certificate of machinist.

Home economics training for girls at the elementary level is given in the home economics school (*huishoud-school*). Pupils come here from the elementary school and take a two-year course. Evening classes enable girls already in a job to receive theoretical and practical training in the different branches of the day school. Some elementary schools have introduced into the curriculum of the last two school years lessons in home economics.

In the District-GLO schools the curriculum of the last two school years includes lessons in agriculture and practical work in the school garden.

Technical Education (Secondary Level)

The secondary school for agriculture (*middelbare landbouwschool*) sets out to give suitable agricultural training for boys, so that they may administer property or serve as government officers in the Department of Agriculture. Pupils must have finished the MULO-school before they can enter the *Middelbare Landbouwschool*.

Higher Education

There are two institutes for semi-university education:

1. The Medical School (*Geneeskundige School*), founded in 1882, gives a training which allows those who have passed the final examinations to practise medicine in Surinam as general practitioners (*geneesheren*). The universities in the Netherlands allow the *geneesheren* certain facilities for continuing their study in Holland.

There is also a training course for pharmaceutical chemists connected with the Medical School, and those who have learnt dentistry from a dental surgeon are allowed to enter for a certificate as dentist.

2. The Law College (*Rechtschool*) has three functions: (a) it prepares for the examinations for the certificate of lawyer; (b) it prepares for the examinations for the certificate of public notary; (c) it prepares government employees for certificates allowing them to exercise middle-grade and higher functions.

Special Training Courses

1. Government training courses for nurses. In a three-year course girls who have passed the final examination of the MULO-schools (or who have finished a two-year preparatory class after the ULO-school), receive training for the certificate of nurse in the Government Hospital.
2. Government training course for the certificate of working chemist, or chemist's assistant. Two-year courses for pupils who have passed the final examination of the MULO-B-school.
3. Government training course for assistant superintendent and superintendent in the Public Works Department. To take the course pupils must have passed the final examination of the MULO-school.

Teacher Education

The Surinaamse Kweekschool is a three-year training

college for teachers. Pupils must have passed from the third to the fourth form of either MULO-A or MULO-B to be admitted to the training college. The curriculum comprises the following subjects: reading, writing, arithmetic, Dutch language, history (including general history), geography, natural history, singing, drawing, hygiene, manual work, gymnastics; three of the languages: German, French, English and Spanish; mathematics, pedagogics, psychology, methodology, needlework (for girls); those who wish to can attend classes in religious teaching. Practical training is obtained in specially assigned primary schools.

The teachers' training college has a four-year course of evening classes, leading to the State examination for the teacher's certificate and intended for those who possess the degree of assistant-teacher and who work in the schools in the daytime. A number of private evening classes also prepare for the examination.

The teachers' training college has a two-year course of evening classes for those who already hold the teachers' certificate and wish to take the State examination for head teachers. The curriculum comprises pedagogics (including psychology and methods), Dutch language and literature, geography, history, physics and inorganic chemistry.

There are special courses which train young women for the certificate for teaching in kindergartens and nursery schools.

Special Education

There are two schools for special education: (a) for deaf-mutes; (b) for children suspected of suffering from incipient leprosy.

ADULT EDUCATION

Work in this field has just been started and has been taken up in a number of centres all over the country.

SCHOOL WELFARE SERVICES

Health. Medical inspection by doctors and nurses, specially appointed by the Department of Public Health, is the rule in all schools. Dental care is free in the GLO schools, and provided for by government grants.

Children entering school for the first time have to produce a certificate of vaccination against smallpox.

Meals. Pupils who have been found by medical inspection to be undernourished receive free meals from the Department of Social Welfare.

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1. SUMMARY OF SCHOOL STATISTICS, AS AT 1 JANUARY 1953

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	7	21	...	750	...
Kindergartens, private	60	166	...	6 866	...
Primary					
Elementary schools (GLO)					
Public schools	52	317	...	11 538	5 211
Private schools	80	656	...	24 581	11 998
Continued elementary schools (ULO)					
Public schools	1	12	...	340	164
Private schools	3	20	...	637	320
Secondary					
<i>General</i>					
Advanced elementary schools (MULO)					
Public schools	4	40	...	854	326
Private schools	4	75	...	1 757	778
General secondary school	1	38	...	159	35
<i>Vocational</i>					
Technical day school	1	13	...	213	...
Technical evening school	1	39	...	329	...
Machinist course	1	27	...	29	...
Schools of home economics	2	19	8	198	198
Secondary school for agriculture	1	14	1	22	...
<i>Teacher training</i>					
Teacher-training college					
Day school	1	1 ...	...	150	97
Evening school	1	1 ...	...	233	...
Private training	2	42	...	311	171
Higher					
Medical School	1	22	...	91	7
Law College	1	21	—	293	68

Source. Surinam. Departement van Onderwijs en Volksontwikkeling. *Verslag over het jaar 1952*. Paramaribo, 1953.

1. Same staff as the general secondary school.

2. PUBLIC EXPENDITURE ON EDUCATION, 1952
(in NWI guilders)

Item	Amount
Ministry of Education budget	4 311 650
Administration	68 410
Inspection	32 380
Primary education	1 270 835
Subsidies to private education	2 522 570
Subsidies to vocational education	3 250
Scholarships	36 500
Literacy campaign	5 000
Technical schools	80 780
Secondary education, public	203 650
Adult education and information service	20 925
Libraries	12 150
General costs	55 200

Source. Surinam. Departement van Onderwijs en Volksontwikkeling. *Verslag over het jaar 1952*. Paramaribo, 1953.

Note. Official rate of exchange: 1 NWI guilder = 0.53 U.S. dollar.

3. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN ELEMENTARY AND CONTINUED
ELEMENTARY SCHOOLS AT 31 DECEMBER 1952

Class	Age															Total by sex	Total by class	Median age	Per- centage by class
	6	7	8	9	10	11	12	13	14	15	16	17	18 and over						
I	M.	2 223	1 783	773	429	238	139	68	45	25	4	—	—	—	5 727 5 139	{ 10 866	7.3	29.3	
	F.	2 091	1 504	678	413	226	96	78	47	4	2	—	—	—					
II	M.	15	915	870	692	482	299	195	86	38	6	—	—	—	3 598 3 411	{ 7 009	8.9	18.9	
	F.	11	1 062	884	587	359	254	169	67	17	1	—	—	—					
III	M.	—	20	589	688	643	489	403	210	104	11	—	—	—	3 157 2 803	{ 5 960	10.2	16.1	
	F.	—	20	734	669	514	396	280	139	48	3	—	—	—					
IV	M.	—	1	9	355	593	584	536	391	218	44	1	—	—	2 732 2 366	{ 5 098	11.4	13.7	
	F.	—	—	5	502	588	537	408	212	101	12	1	—	—					
V	M.	—	—	—	14	260	413	545	486	305	36	1	—	—	2 060 1 872	{ 3 932	12.4	10.6	
	F.	—	—	—	11	357	466	474	382	165	17	—	—	—					
VI	M.	—	—	—	1	11	210	369	515	424	97	9	—	—	1 636 1 628	{ 3 264	13.4	8.8	
	F.	—	—	—	1	8	244	424	513	373	64	1	—	—					
VII	M.	—	—	—	—	—	—	9	40	91	85	46	8	—	279 256	{ 535	14.9	1.4	
	F.	—	—	—	—	—	3	19	31	92	82	25	4	—					
VIII	M.	—	—	—	—	—	—	—	4	28	48	74	49	11	214 228	{ 442	16.1	1.2	
	F.	—	—	—	—	—	—	—	15	27	79	72	32	3					
Total	M.	2 238	2 719	2 241	2 179	2 227	2 134	2 125	1 777	1 233	331	131	57	11	19 403 17 703	.	.	.	
	F.	2 102	2 586	2 301	2 183	2 052	1 996	1 852	1 406	827	260	99	36	3					
M. & F.		4 340	5 305	4 542	4 362	4 279	4 130	3 977	3 183	2 060	591	230	93	14	.	37 106	.	.	
Percentage by age		11.7	14.3	12.2	11.8	11.5	11.1	10.7	8.6	5.6	1.6	0.6	0.3	0.0	.	.	.	.

Source: Surinam, Departement van Onderwijs en Volksontwikkeling. *Verslag over het jaar 1952*. Paramaribo, 1953.

NETHERLANDS ANTILLES

Total population (1951 midyear estimate): 166,000.

Total area: 947 square kilometres; 366 square miles.

Population density: 175 per square kilometre; 454 per square mile.

Total enrolment (1950): 32,395 in primary schools.

Enrolment of girls as percentage of total: 50 per cent in primary schools.

Pupil-teacher ratio: 35.

Public expenditure on education (1951): 9,930,000 NWI guilders.

Official exchange rate: 1 NWI = 0.53 U.S. dollar.

Based on official sources, prepared in June 1953.

ADMINISTRATION

An Inspector of Education is responsible for carrying out government policy and supervising the public schools. The Governor is advised by an education commission on Curaçao and by boards in the other islands. In addition, each public school has an elected committee of parents. Education is not compulsory.

The curriculum for public and private schools is prescribed by law. The private schools, most of which are Roman Catholic, receive a government subsidy. No fees are charged by public primary schools.

ORGANIZATION

Most of the schools are at the primary level, and teaching is conducted in the Dutch medium except for the northern group of islands where English is used. In centres with

a small population a four-year course is the rule; elsewhere the course extends over seven years. One secondary school is situated on Curaçao and a private unaided secondary school has been set on Aruba.

The pupil-teacher system of training teachers prevails. Regular teachers are graded at four levels; the fourth- and third-class certificates are obtainable in Curaçao by attending teacher-training classes or in Surinam where a specialized school exists. Second- and first-class teachers are trained abroad.

1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in thousand NWI guilders)

Item	Amount
Total budgetary expenditure	9 930
General administration, inspection, etc. ¹	624
Pre-school education	122
Primary and general secondary (1st to 10th grade)	1 887
Vocational education	366
Teacher training	29
Higher education ²	243
Post-school and adult education	201
Special education	3
Subsidies to private education, all levels	6 455

Source. Gouvernement van de Nederlandse Antillen. Administratie van Financiën, Curaçao.

Note. Official exchange rate in 1951: 1 NWI guilder = 0.53 U.S. dollar.

1. Including scholarships, expenses on examinations, on medical services for a certain category of the teaching personnel, inter-island traffic of pupils, free meals, etc.

2. Pre-university education.

2. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers	Students	
			Total	F.
Primary				
Government schools	122	911	32 395	16 145
Government-aided schools				
Private schools				
Secondary				
<i>General</i>				
Government schools	...	...	* 500	...
Private schools				
Vocational				

Source. Gouvernement van de Nederlandse Antillen. Administratie van Financiën, Curaçao.

NETHERLANDS NEW GUINEA

Total population (estimate): 1 million; population under regular administration (1951): 339,787.

Total area: 416,000 square kilometres; 160,000 square miles.

Population density: 2.5 per square kilometre; 6 per square mile.

Public expenditure on education (1951): 3,714,000 guilders or about 5 per cent of the total estimated government expenditure.

LEGAL BASIS

Education in New Guinea is controlled by *Bewindsregelingen* (Regulations for the Government of New Guinea) adopted by the Netherlands Government. The immediate

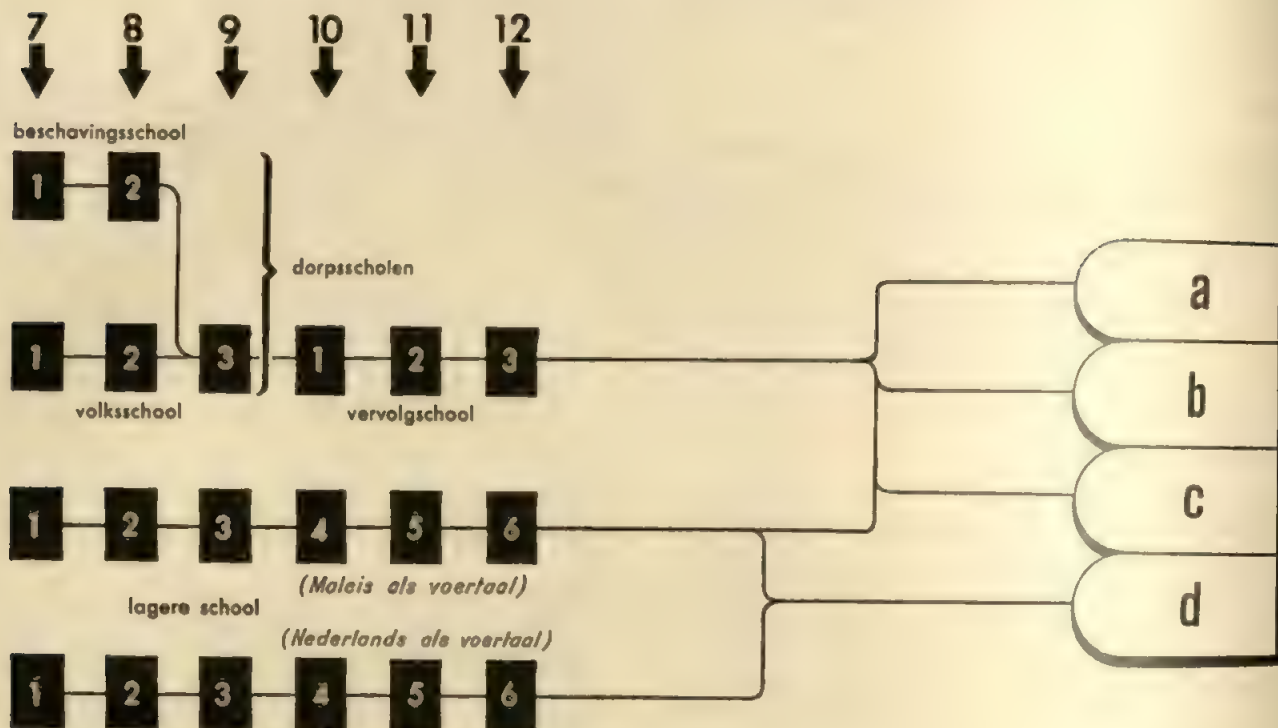
Cost per pupil: 64 guilders in primary schools.

Official exchange rate: 1 guilder = 0.2632 U.S. dollar.

Revised by the Ministry of Education, Arts and Sciences, The Hague, in March 1953.

aim is to spread literacy and to raise the primitive society to a level at which participation in modern society is possible. There is at present no compulsory education. Government regulations control the standard and content of education, which is mainly carried out by missions.

DIAGRAM



GLOSSARY

NOTE. The accompanying diagram shows age-range as for primary schools in the Netherlands. This is not valid for village schools where pupils are accepted within a wide but specified age-range.

beschavingsschool (civilization school): lower primary school with course emphasizing fundamental education and instruction in Malay or vernacular.
dorpsscholen (village schools): lower primary schools with courses emphasizing

fundamental education and instruction in Malay or vernacular. May be classified as *beschavingsschool* or *volksschool*.
lagere school: complete primary school with Malay and Dutch as alternative languages of instruction.
vervolgschool: upper primary school with Malay as medium of instruction.
volksschool: lower primary school with course emphasizing fundamental education and instruction in Malay or vernacular.

SECONDARY LEVEL

- (a) *opleidingsschool voor volksonderwijzers*: teacher-training school.
- (b) *lager nijverheidsschool*: vocational training school.
- (c) *middelbare school*: general secondary school.
- (d) *bestuursschool*: administration school.

Regulations provide that there shall be no restriction on education, except supervision by the government and inquiry into the ability and morals of teachers.

ADMINISTRATION

Education is controlled by the Cultural Affairs Branch of the local government. The head of the branch is also General Inspector of Education. Under him are two inspectors in charge of western and indigenous education respectively. District inspectors and inspectors together form an inspectorate of schools which, with its organs, supervises all education. The management of most schools is in the hands of the mission corporations. Each corpora-

tion has its school manager, who is responsible for payment of salaries and for compliance of the schools with governmental requirements. The indigenous population can exert influence on educational organization through church councils, the Council for Popular Education and advisory councils.

FINANCE

Expenditure on education in 1951 represented approximately 5 per cent of the total government expenditure. Most of the money is disbursed in the form of subsidies to missions.

ORGANIZATION

Pre-primary. There is one school only, serving really as a preparatory school teaching the Dutch language to students intended for public primary schools.

Primary. Village education is used as a means of developing the primitive Papuan community and the content of the courses is therefore more social than intellectual. Apart from the teaching of literacy, the instruction is mainly devoted to hygiene, agriculture, manual work, music and singing. There are two types of village school, civilization schools (two-year course) and public primary schools (three-year course). Attendance figures for these and other primary schools represent over 80 per cent of the total enrolment.

Continuation schools are provided for children who have completed the three-year course in the village schools and prepare them for more advanced education at teacher-training institutions, the school of administration, junior technical schools and other vocational schools.

General primary schools offer a six-year course in the towns. They give instruction to more non-indigenous than indigenous children. Those completing this school course may go on to the more advanced education described below.

European schools cater for a small number of indigenous students and for European children. They are similar in organization to the general primary schools.

Many primary schools (except village schools) are boarding institutions. The language of instruction is Malay in all schools (except European) with Dutch used alternatively in the general primary schools. In some village schools teaching is in the vernacular; this is possible only where suitable teachers and printed material are available.

Secondary. Higher grade schools are available for specially selected students, one for Papuans and one for non-indigenous pupils. In the latter school, there is parallel instruction in Dutch.

Junior technical schools, located in two centres, are handicapped by lack of teaching equipment. They provide elementary trade courses for indigenous pupils.

Teacher-training schools train teachers for village education.

A few private institutions provide education at the secondary level.

ADULT EDUCATION

There is little literacy instruction for adults, but classes in typing and Dutch language are held in the afternoons and evenings. Efforts are made to distribute reading material to adult Papuans.

STATUS OF TEACHERS

There is a serious shortage of qualified staff. Thirty per cent of the teachers in village schools in 1951 were untrained. Until this position improves, teacher training will not be increased beyond two years at the secondary level.

TRENDS

A major aim is to improve the quality and training of teachers. In modifying the curriculum, the needs of the community are being constantly considered and efforts will be made to follow up the teaching in the village schools, to ensure that hygiene and social knowledge learnt at school is not forgotten after leaving. After the establishment of village education on a sound basis, an attempt will be made to develop vocational training in technical schools, teacher-training schools, a maritime school, and agricultural schools. Community development is planned.

REFERENCE

NEDERLAND. *Information on Netherlands New Guinea transmitted to the Secretary-General of the United Nations under article 73 (c) of the Charter.* 1952. Chap. IV. 'Education.'

1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in thousand guilders)

Item	Amount
Total expenditure	3 714
General administration, inspection, etc.	238
Primary education	2 913
Secondary education	
General	99
Vocational	232
Teacher training	223
Post-school and adult education	9

Source. Nederland. Ministerie voor Uniezaken en Overzeese Rijksdelen. 'S-Gravenhage.

Note. Official exchange rate in 1951: 1 guilder = 0.2632 U.S. dollar.

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Public and assisted					
Village schools	521	715	2	34 647	10 446
Continuation schools	12	41	8	910	149
General primary schools	7	30	13	1 052	410
European schools	9	31	22	926	447
Unassisted village schools	* 90	* 90	...	* 3 000	...
Other unassisted schools	10	26	...	576	...
Secondary					
General					
Papuan higher grade school	1	1	—	42	—
Higher grade school	1	4	...	60	28
Teacher training					
Training courses	3	7	...	103	5
Vocational					
Junior technical schools	2	3	...	79	—

Source. United Nations. *Information from non-self-governing territories, transmitted under article 73 (e) of the Charter. Report of the Secretary-General.* (United Nations document A/2132, 22 August 1952.)

NEW ZEALAND

Total population (1952 midyear estimate): 1,995,000.
 Total area: 268,000 square kilometres; 103,500 square miles.
 Population density: 7 per square kilometre; 19 per square mile.
 Population within compulsory school age limits (7 to 15): 259,000.
 Total enrolment within compulsory school age limits: 259,000.
 Enrolment of girls as percentage of total (primary and secondary schools): 49 per cent.
 Pupil-teacher ratio: 28 in primary and secondary schools.

National income (1951): 615 million New Zealand pounds.

Public expenditure on education (1951/52): 17,200,000 New Zealand pounds (excluding nurses training).
 Cost per pupil (State primary and secondary schools, excluding administration, transport and school building maintenance and new buildings, 1951/52): 29.25 New Zealand pounds.

Official exchange rate: 1 New Zealand pound = 2.80 U.S. dollars.

Revised by the Department of Education, Wellington, in April 1953.

Cultural links between the United Kingdom and New Zealand have always been particularly strong and the spirit of British education has had a powerful effect on education in the Dominion. It does not follow, however, that the English educational pattern has been rigidly imposed on New Zealand. In the hundred years of settlement it has been adapted, in some ways quite radically, to local circumstances and since the turn of the century American influence has become evident. The strongly democratic temper of New Zealand society—a product of historical, geographical and economic factors—is reflected in educational policy by the movement to give education at all levels to those who desire it. In few other

countries is there closer approximation to equality of educational opportunity.

LEGAL BASIS

State education in New Zealand has its legal basis in the Education Act of 1914 (with a number of later amendments), which was based largely on the original Education Act of 1877. The Act provides for free, compulsory and secular education. Attendance is compulsory from the seventh birthday to the fifteenth and education is free to all who claim it until the end of the year in which they turn 19. The school year is about 200 days.

ADMINISTRATION

The Education Act created the Department of Education and prescribed the constitution and functions of education boards and school committees.

The department controls the inspectorate and supervises the staffing of schools and all matters pertaining to curricula and conducts the school certificate examination. The Maori schools, the Correspondence School and several special schools are administered by the department. It has official contacts with the Senate of the University, the University Grants Committee and the National Council of Adult Education, whilst both the university and its constituent colleges and the regional councils of adult education are independent in their educational activities. The department distributes the funds voted annually for education by parliament, and it administers jointly with the Ministry of Works the capital expenditure voted for educational building.

There remains, however, a considerable amount of local and regional control. Statutory boards (i.e. education boards administering public primary and intermediate schools, and boards of governors of high schools) are responsible for the schools in their area. They are the employing authorities of the teachers. They disburse the grants received from the Department of Education for teachers' salaries, for maintenance of schools and new building of schools, for equipment and teaching materials. No local rates are levied for education either by municipal or local education authorities.

Each primary school has its locally elected committee of parents (school committee), which is a statutory body charged with the administration of the school on behalf of the board. The members of the school committee form the electorate for electing the board members. The local boards controlling post-primary schools (either singly, or several schools in the same town) are made up of representatives of the parents of pupils, of local bodies and education boards, and, in the case of technical schools, of employers and employees in local industries. In some cases, there are representatives appointed by the government.

All schools, both at the primary and the post-primary level, are regularly visited by inspectors, who give assistance and guidance to teachers in educational matters. They also assess teaching efficiency for grading purposes in State-controlled schools (see below, 'Status of Teachers').

The maintenance of school buildings and their grounds is a duty of the local boards. The provision of new schools is also initiated by the boards, plans and costs being checked by the Department of Education, and final approval has to be obtained from the government (cabinet).

For primary schools, textbooks, bulletins and a school journal are prepared by the department and issued free. Bulletins covering a wide range of subjects are similarly supplied to post-primary schools but pupils purchase their own textbooks. Other teaching aids such as films, filmstrips, maps, etc., are supplied free. In addition to a grant for the supply of library books, the government subsidizes moneys raised locally for other equipment such as film projectors. The National Library Service circulates books to schools free of charge.

Approximately 87 per cent of the total school population attends State schools. The remainder is enrolled at private schools, most of which are under the control of religious denominations. Private schools are registered with the Department of Education, and under the terms of registration are inspected by the inspectors of schools. Their courses of study follow closely those in State schools, and pupils of registered private secondary schools sit at the end of their course the school certificate examination conducted by the Department of Education.

ORGANIZATION

Pre-school and Primary Education

A useful way of outlining the school system as it now stands is to trace the career of a child as he passes through it. He may at the age of 3 enter a 'free kindergarten'. These kindergartens, relatively few at present, are outside the statutory system. They are organized by the free kindergarten associations (federated in the New Zealand Free Kindergarten Union) and are heavily subsidized from government funds. At the age of 5 he may enter—and most children now do—either a State primary school or a private school registered with the Education Department. As already mentioned, he *must* at 7 be enrolled. In six years he will have passed through the infant classes and Standards 1, 2, 3 and 4. In most cases he will be able to continue in Forms 1 and 2 at the same school, but an increasing number of children, after passing Standard 4, transfer to intermediate schools which lead directly on to the post-primary system. The curriculum for primary and intermediate schools includes English, arithmetic, history, geography, art and crafts, music, nature study, physical education, woodwork and homecraft.

Secondary Education

On completing his Form 2 course, or on reaching the age of 14 years, a pupil can pass on to free post-primary education. The post-primary schools are of varying types.

There are four main groups:

District high schools. These are primary schools with a post-primary department attached, both being under the same headmaster. There are district high schools with rolls that vary from 10 to 290 and staff from 1 to 12.

Secondary schools. These include the long-established, still predominantly academic, high schools which, particularly in the cities, are often single-sex schools.

Combined schools. These are multi-purpose schools serving all the post-primary needs of a given area. Though post-primary schools vary in type, all post-primary pupils must include in their courses a core of studies and activities in English language and literature, social studies, general science, elementary mathematics, music, handicrafts or one of the fine arts, and physical education. Moreover, all post-primary schools prepare pupils for the school

certificate, which, taken usually after a three-years' course, is the accepted measure of an all-round post-primary education. For this certificate a pass in English and three other subjects is required. Selection of optional subjects is made from a list of 33.

A child in a remote area far from a school, or one who has some physical disability which prevents attendance at school, may enrol in the Education Department's correspondence school for both a primary and post-primary course. The roll of the correspondence school was 2,250 in 1951, some of the students being part-time.

Technical schools. These schools enrol both boys and girls and are usually multi-purpose, with a bias towards technological or agricultural pursuits. In some of the smaller centres where there are no secondary schools, the technical schools offer also courses of a more academic nature. Also classified in this group are several former secondary departments of district high schools which were re-established as separate post-primary schools.

The total number of primary schools has considerably diminished during the last 15 years, chiefly through consolidation of small rural schools of the one- or two-teacher type in a larger town school in the neighbourhood, or through combining several small schools in one new school. This development was often enforced by the difficulty of staffing remote country schools. Changed conditions, however, have made it seem less certain than it had been considered in the late thirties that the balance of advantage lay with the larger schools. Not only consolidation of schools but the nature of rural settlement in many places meant for a large number of children travel by rail or bus to the nearest school. The cost of transport forms a large item in public expenditure on education. Special boarding facilities are available for children from remote areas to attend post-primary schools in larger towns.

Native Education

Maori children may attend the public schools, but there are also native village schools provided for their edu-

cation. Like public schools, at which three-fifths of all Maori children are enrolled, they cater for both races but only a twelfth of their enrolment consists of other than Maori pupils. There are also private Maori schools. They carry on the tradition of the mission schools of the early days in regarding their sphere of influence as extending beyond the school walls. Their curriculum is basically the same as in the public schools. At the post-primary stage a Maori boy or girl may attend any post-primary school. There are also seven Maori district high schools in areas where there are large Maori populations. In addition, there are long-established denominational post-primary schools for Maoris which to some extent are maintained by scholarships provided by the government. A few university scholarships for Maoris are awarded each year.

In New Zealand's island dependencies¹—Cook Islands and Niue—and in Samoa, administered under trusteeship, there are mission schools as well as government schools administered by local education departments. The New Zealand Department of Education advises the government on problems of native education.

Special Education

For children who are mentally, emotionally or physically handicapped there is special provision. The mentally handicapped are grouped in special classes and some of them are enrolled in two residential special schools. For children who are very backward there are special centres ('occupation centres') in the four main cities, and a number of voluntary groups ('occupational groups') which are given financial assistance by the Department of Education have been formed in several smaller towns. Two residential schools cater for the needs of the deaf and those near-deaf children who cannot profit from the teaching in an ordinary primary school. Children with speech defects attend regularly one of the speech clinics. More recently, separate classes have been established for children with very poor eyesight ('sight-saving classes'), and

1. Data on these territories are not included in the statistical tables which follow.

GLOSSARY

correspondence school: an institution providing correspondence courses covering primary and secondary education for children living in isolated areas or for invalid children.

dental nurses' school: vocational training school for staff in State dental clinics for schoolchildren.

district high school: complete rural primary school with secondary department attached, some of these schools being Maori district high schools.

high school or college: secondary school offering general and vocational courses the emphasis varying from school to school.

infant department: first two years of primary school course, usually comprising four primer classes; see *public school*.

intermediate department of high school: see *intermediate school*.

intermediate school: upper primary school existing either as a separate institution or as a department attached to a secondary school.

kindergarten: pre-primary school.

kindergarten teacher-training centre: State-subsidized training course for teachers in pre-primary schools.

Maori school: primary school chiefly for Maori children; see *public school (mixed)* and *district high school*.

public school (contributing): incomplete primary school.

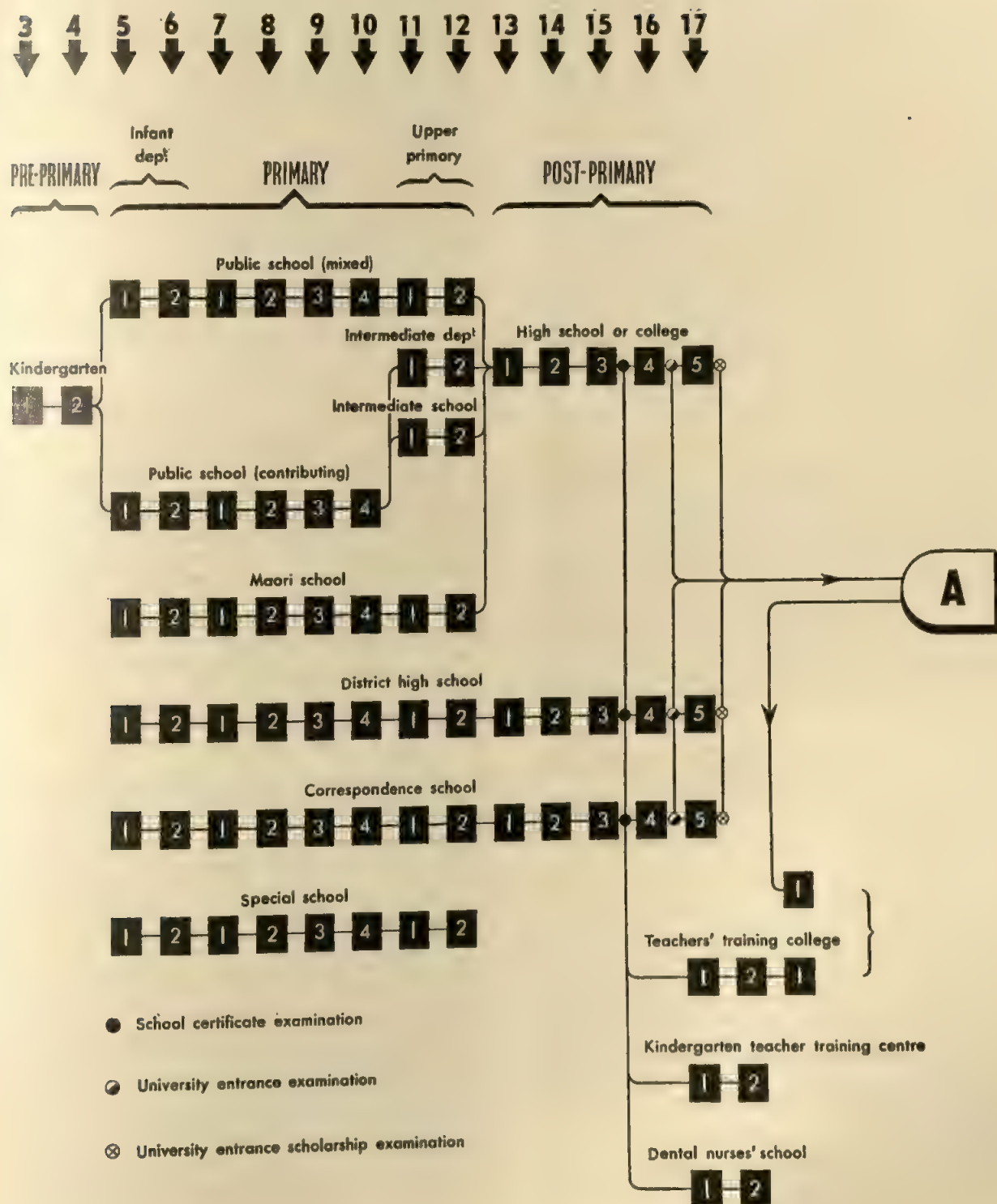
public school (mixed): complete primary school.

special school: either a separate institution or special classes attached to a primary school providing primary education for physically or mentally handicapped children.

teachers' training college: institution providing teacher-training courses at two levels, post-secondary and post-graduate.

A. Higher education.

DIAGRAM



several schools have been organized as separate units for cerebrally-palsied children. Where a sufficient number of children in hospitals justifies it, teachers are made available to conduct hospital classes which are attached to the local school. Finally, there are three special schools and homes to take care of seriously maladjusted or delinquent children. These last-named institutions, the two schools for the deaf, and the two special schools for the mentally backward children are being administered for the Education Department by the Child Welfare Division, which in educational matters is under the control of the Minister of Education. All other special classes and centres are controlled by the education boards. The boards also employ visiting teachers, whose task it is by home contacts and otherwise to help make provision for 'problem' children. The Department of Education is building up a staff of psychological assistants and area organizers who are available for the psychological testing of children to be taught in special classes or schools. Grants from public funds are made to the New Zealand Institute for the Blind and to the New Zealand League for the Hard of Hearing.

Higher Education

For admission to the university a student qualifies either by passing the university entrance examination taken one or two years after school certificate, or, if he attends one of the larger post-primary schools, by being accredited on the recommendation of the principal of the school. Each of the four main centres—Auckland, Wellington, Christchurch and Dunedin—has a university college and there are two agricultural colleges, one in the North Island and one in the South. These six institutions make up the quasi-federal University of New Zealand. Large grants for university education are made annually through the Department of Education from government funds.

Vocational guidance centres established in the main cities are controlled by the Department of Education. Their strongest link with the school system is through career advisers, who are selected teachers on the staffs of post-primary schools.

ADULT EDUCATION

Adult education activities are co-ordinated through the National Council for Adult Education, first established in 1938, which is subsidized by the government. In cities and larger towns classes are organized by regional councils (which have liaison with the university colleges) or by the Workers' Educational Association. In 1938 a community centre was established as an experiment at Feilding, a country town in the North Island. It proved highly successful, and the government has since provided funds for other centres.

The following types of adult education exist:

1. Continuation and evening classes. These are mainly evening classes, run by technical and multilateral high schools, but include the Technical Correspondence

School. In 1948-49 there were 83 schools or centres, taught by approximately 1,300 men and 300 women teachers, and attended by 15,809 men and 7,609 women students. About 500 of the men and 100 of the women teachers also teach full-time in secondary schools.

2. Adult education classes. These are mainly tutorial classes, 152 in number, with 24 men and 13 women teachers and 4,922 students. In addition to these classes there were 623 organized country study, drama, music, etc., groups with a total enrolment of 10,231 adults.
3. Schools of mines, of which there were seven, with 17 teachers and 199 students.
4. Private commercial colleges.
5. Language classes for other than British immigrants, which are organised by local schools and supplied with teaching aids by the Department of Education.

The illiteracy rate in the Dominion is practically nil. There is thus no special provision for fundamental or mass education.

EDUCATION AND STATUS OF TEACHERS

The minimum qualification for entry to the teaching profession is the school certificate examination. Selection committees, on which the Education Department, local education board and local training college are represented, interview all applicants, who are also required to pass a medical examination. The quota of entrants for each training college is determined each year by the Education Department from statistical surveys of the needs of the schools based on the existing teacher/pupil ratio (at present 1:33, not counting specialist teachers and probationary assistants).

There are five training colleges, one of which is a residential college. Relations with the university colleges are maintained through a board of studies, of which the professor of education of the local university college is a member and which aims at co-ordinating training college and university studies. The course of training for primary school teachers extends over three years. Of this period, two years are spent at the training college, where, through study, lectures and teaching practice, trainees cover a course that embraces education (including child psychology), English, health and physical education, history, geography, art and crafts, music and general science. Students are also permitted to continue university studies while at the training college. The third year of training is spent as a probationary assistant in charge of a small class in a school under a headmaster. At the end of the probationary year the trainee, on the recommendation of an inspector of schools, is awarded a trained teacher's certificate which entitles him to apply for advertised vacancies in the service. Trainees who show special aptitude in one of the specialist fields, e.g. physical education, art and crafts, nature study, speech therapy and music, may spend their third training year in the training college and emerge as specialist teachers.

Students who are graduates of the university and who desire to become post-primary teachers may obtain a trained teacher's certificate after a two-year course,

one year in a section attached to Auckland Training College and one year as probationary assistants. For intending post-primary teachers the Department of Education awards a number of university bursaries (192 for 1952), which are payable for the duration of the university course.

In the primary service, salary is based on service and position held. Promotion is gained by securing a position at a higher salary, from lists of vacancies published every fortnight. From applicants for a general position the one who possesses the highest grading mark (awarded biennially by grading boards comprising inspectors of schools) must be appointed and there is a right of appeal against non-appointment. In the case of specialist positions, promotion depends on specialist qualifications, but again there is right of appeal against non-appointment.

It is a pre-requisite for promotion to certain senior positions that a teacher has spent three years in a country school.

As against numerical grading in the primary service, a form of group grading obtains for post-primary teachers, and appointment is largely in the hands of employing boards and principals.

The dismissal of teachers is governed by Section 82 of the Education Act which states that a teacher may be suspended and, after inquiry, dismissed for any offence involving immoral conduct or gross misbehaviour. Teachers may appeal against such dismissal.

At the end of 40 years of service (for men) and 30 years (for women) teachers may retire. Contributions for superannuation, paid at the rate of 5 per cent of salary or at a higher rate according to age at date of commencement of service, ensure retiring allowances. The retiring allowance paid is based on the average salary received over the last five years of service.

SCHOOL WELFARE SERVICES

The school health service is under the control of the Director-General of Health. School medical officers and nurses in general examine each child three times during his school career. In some areas, children in poor physical condition are recommended for a six-weeks' stay at one of the health camps which, subsidized by the government, are semi-officially administered.

Dental supervision and treatment for primary school children are administered by dental clinics in the larger cities, and by treatment centres in charge of dental nurses. A special dental service for adolescents at post-primary schools began to operate under the provisions of the Social Security Act several years ago.

While there is no provision of school lunches, there is a milk-in-schools system under which over two-thirds of all schoolchildren receive half a pint (quarter litre) of milk daily.

The Transport Department assists in the systematic traffic instruction in all schools. School patrols were established for schools situated near busy streets to ensure safe crossing of children.

A supervisor of physical education, who is an officer of

the Education Department, oversees physical education work in the schools. He has a staff of itinerant organizers. The syllabus in use is based on the 1933 English syllabus.

Physical education of adult groups is supervised, where requests for assistance are made, by officers of the physical welfare branch of the Internal Affairs Department.

Boys' and girls' agricultural clubs, generally established in rural schools, undertake calf, lamb, pig, and chicken raising, bee-keeping and the production of farm and garden produce. The work of these clubs is supervised by itinerant instructors, gradually to be replaced by specialist teachers, but co-operation of local residents is essential to their success. The agricultural club movement, through its district meetings, has helped to make country schools social centres.

Many young people throughout the country take part in the adult education activities mentioned earlier.

TRENDS AND PROBLEMS

The main problems in education at present are those arising from the dramatic increase in the school population during the post-war years. At a time when smaller classes were being planned for, the intake of pupils became greater than ever before and any move to reduce the size of classes has had to be postponed. Such reduction, however, is still regarded as a major educational objective. The problem has been complicated by a shortage, general throughout the Dominion, of adolescent labour and there has been difficulty in training sufficient teachers to staff the schools.

Prominent among trends that have become discernible in recent years are the following: towards a more flexible school and class organization; towards a fuller recognition of individual differences among children; towards subject-matter that has real meaning for children; towards free post-primary education for all; towards the placing of greater responsibility on teachers, particularly head teachers and principals.

As has been mentioned, the recent changes in population had a marked effect on the educational situation in New Zealand, by creating a strong demand for more teachers and additional accommodation in schools.

The total population increased between the 1936 census and the 1951 census from 1,573,800 to 1,939,500, that is, by 23 per cent in 15 years. But the number of births rose from 27,400 (four-year average 1932-35) to 49,300 (four-year average 1947-50); this represents an increase of 80 per cent in 15 years. The crude birth rate increased from 17.3 in 1937 to 24.4 in 1951. The postwar increase, shared by New Zealand with many other countries, in the annual number of births has not only persisted until 1950, but has been exceeded in the last two years. The cumulative effect of this increase on the school population will continue to produce rising enrolments in the next 10 years. A special feature has been the development in the Maori population among which the increase in the birth rate had set in earlier, with different effects on the changing age composition of Maori children.

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1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (Thousand N.Z. pounds)

Expenditure	Amount	Expenditure	Amount
Total expenditure	17 167		
General administration, teaching aids, publications	723	Adult education	81
Pre-school education	134	Special education ³	142
Primary education ¹	6 519	Transport of schoolchildren	962
Secondary education, general and technical ²	2 646	Maintenance, improvement, sites and new buildings ⁴	3 913
Teacher training	951	Miscellaneous grants (research, deprived children, etc.)	16
Higher education	1 100		

Source. New Zealand. Department of Education.

Note. Official exchange rate in 1951: 1 N.Z. pound = 2.80 U.S. dollars.

1. Including inspection.

2. Including adult education at technical evening classes.

3. Not elsewhere included.

4. Including both capital and current expenditure from 'Vote: Education' and 'Public Works Vote: Education Buildings', less fund transfers.

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Students ¹	
		Total	F.	Total	F.
Pre-school					
Kindergartens, private	127	285	285	4 906	...
Primary					
<i>Public</i>					
Public schools	2 046	2 8 899	2 4 606	266 628	128 276
Intermediate schools					
Maori schools					
Correspondence schools					
<i>Private</i>					
Private primary schools	308	1 098	931	37 109	19 042
Maori mission schools					
Secondary					
State secondary, multilateral and technical schools	2 179	2 2 710	1 043	50 961	24 862
Private schools	85	545	306	11 045	6 046
Higher					
University colleges	6	535	46	4 792	1 211
Teacher-training colleges	5	154	55	2 653	1 587
Kindergarten teachers' training schools	4	10	10	67	67
Nursing and school dental nursing ²	1	2	2	2 965	2 914
Library school ³	1	2	2	16	11
Special					
Schools and centres for mentally deficient and physically handicapped children ⁴	10	74	51	1 500	650

Source. New Zealand. Department of Education.

1. Full-time students only. In 1951 part-time students numbered 26,438 (10,175 F.) in secondary day and evening classes of technical schools and 5,157 (1,255 F.) in universities, plus an additional 1,007 (125 F.) not attending lectures (extra-mural students).
2. Including organizing and visiting teachers.
3. Including secondary departments of district high schools.
4. Including teachers of manual training centres who are classified as post-primary teachers.

5. The training of nurses takes place in public hospitals under the supervision of the hospital staff. There are two training schools for school dental nurses (1951).
6. In addition, there is a training course for librarians sponsored by the National Library Association with 22 students passing the final examination in 1951.
7. Not including occasional lecturers on specific subjects.
8. Not including special classes in primary, intermediate, and correspondence schools.

3. HIGHER EDUCATION, 1950

Faculty	Number of faculties	Students enrolled		Faculty	Number of faculties	Students enrolled	
		Total	F.			Total	F.
Total	41	10 955	2 297	Architecture	1	227	5
Arts	4	4 122	1 450	Commerce	4	1 668	95
Law	4	510	22	Dentistry	1	204	4
Medicine	1	545	47	Education	4	108	16
Science	4	1 965	291	Engineering ¹	3	469	—
Theology	1	29	1	Home science	1	85	85
Agriculture (including horticulture)	4	579	22	Music (and fine arts)	6	350	214
				Others ²	3	94	45

Source. New Zealand. Department of Education.

1. Including metallurgy and mining.
2. Including physical education, public administration and social sciences.

COOK ISLANDS AND NIUE

COOK ISLANDS

Total population (1952): 15,079.
Total area: 259 square kilometres; 100 square miles.
Population, between 5 and under 15 years (school age 6-14): 4,335.
Total enrolment within compulsory school age limits (1951): 4,241.
Pupil-teacher ratio (1951): 20.
Illiteracy rate (1945), 10 years of age and over: 4 per cent.

Total government expenditure (1951/52): 396,081 pounds.
Public expenditure on education: (1951/52): 53,605 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

The Cook group comprises 15 islands situated between latitude 9° and 23° south, and longitude 156° and 167° west of Greenwich.

Niue Island is situated approximately 580 miles west of Rarotonga, the capital of Cook Islands.

LEGAL BASIS

Cook Islands form part of the Island Territories of New Zealand. The British Nationality and the New Zealand Citizenship Act, 1948, apply to indigenous persons. Niue is constitutionally part of the Cook Islands; its Administration, however, is directly responsible to the New Zealand Government.

Laws are made by Act of the New Zealand Parliament, or by ordinances passed by the Island Councils and assented to by the Resident Commissioners at Rarotonga and at Niue, who are responsible for administration. The basic education law is the Cook Island Act of 1915 and subsequent regulations.

ADMINISTRATION

The Department of Education is in the charge of an education officer and is staffed by teachers seconded from New Zealand and by locally trained teachers. On Niue, education is under the control of a headmaster-in-charge. Inspection is carried out from time to time by the Officer for Islands Education, Wellington.

The long-term objectives are to give the community a wider culture through education and to enable it to take a greater degree of responsibility in the management of its own affairs.

Educational expenditure is met from the territorial revenue, with the aid of subsidies and grants from New Zealand.

NIUE

Total population (1952): 4,588.
Total area: 259 square kilometres; 100 square miles.
Population within school age limits, 6-14 (1951): 1,124.
Total enrolment: 974.
Pupil-teacher ratio: 13.

Total government expenditure (1951/52): 107,275 pounds.
Public expenditure on education (1951/52): 18,179 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Department of Education, Wellington, in February 1953.

ORGANIZATION

Primary Education

There are government and mission primary schools in 11 of the Cook Islands. The primary schools in Niue are all government controlled.

In the Cook Islands a full primary curriculum is in force and the Maori language is used in the earlier stages. Emphasis is placed on the practical problems of the Maori. A post-primary department is attached to one school in Rarotonga where advanced primary education is given to selected pupils drawn from the various islands.

ADULT EDUCATION

At the 1945 census, less than 6 per cent of the population over 10 years of age were unable to read and write Maori. A full-time Further Education Officer was appointed to the Cook Island in 1951. Since then work has commenced on the creation of reading rooms and study circles giving film showings, and on the building up of village community centres. The work has been initially confined to the island of Rarotonga but is being extended to the outer islands. Help is being given by the South Pacific Commission.

STATUS OF TEACHERS

There are New Zealand and Maori teachers. Regular classes for all Maori teachers are held in Rarotonga and teacher training is available in New Zealand.

REFERENCES

- NEW ZEALAND. DEPARTMENT OF ISLAND TERRITORIES. *Cook Islands. Annual report for the year...* Wellington, Government Printer.
- SOUTH PACIFIC COMMISSION. *Further education in the Cook Islands. (Social development notes, no. 9.)* Sydney, 1952. 11 p.

1. COOK ISLANDS.
SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Pupils
Primary			
Government schools	13	213	3 522
London Missionary Society	7	...	260
Roman Catholic Mission	8	...	418
Seventh Day Adventist Mission	1	...	41

Source. New Zealand. Department of Island Territories.

Note. In addition there are 21 holders of scholarships in New Zealand secondary schools, plus 2 students at New Zealand teachers' colleges and 2 receiving trade training.

3. NIUE. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Students
Primary			
Administration schools	7	...	974

Source. New Zealand. Department of Island Territories.

Note. In addition, there are 8 holders of scholarships in New Zealand secondary schools; 4 boys are trained at the Central Medical School, Suva (comprising 1 dental practitioner, 1 pharmacy assistant, 1 laboratory assistant and 1 health control officer). Plans are in hand to open a School of Nursing at Niue in collaboration with the Education Department to obviate sending girls to Western Samoa.

2. COOK ISLANDS. PUBLIC EXPENDITURE ON
EDUCATION, 1950 (New Zealand pounds)

Type of expenditure	Amount
Total	49 250
General administration	2 500
Primary education	40 000
Secondary	
General	15 000
Vocational	1 000
Teacher training	750

Source. New Zealand. Department of Island Territories.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

1. Post-primary class established in Rarotonga in addition to scholarships in New Zealand.

4. NIUE. PUBLIC EXPENDITURE
ON EDUCATION, 1950 (New Zealand pounds)

Type of expenditure	Amount
Total	13 000
General administration, inspection, etc.	1 000
Primary education	9 000
Secondary	
General ¹	1 250
Vocational ²	500
Teacher training ³	250
Subsidy to London Missionary Society	1 000

Source. New Zealand. Department of Island Territories.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

1. Scholarship in New Zealand.
2. One medical trainee, Central Medical School, Suva.
3. One teacher visiting New Zealand (in addition to local system of pupil teacher training).

TOKELAU

Total population (1951 midyear estimate): 2,000.

Total area: 10 square kilometres; 4 square miles.

Population density: 200 per square kilometre; 500 per square mile.

Public expenditure on education (estimated expenditure in 1951/52): 1,080 N.Z. pounds plus 300 N.Z. pounds for Tokelau student scholarships in New Zealand.

The Tokelau Islands consist of three atoll islands situated between latitude 8° and 10° south, and longitude 171° and 173° west of Greenwich.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Department of Education, Wellington, in February 1953.

The Tokelau Islands Act 1948 provides for the incorporation of the islands as part of New Zealand.

Legal Basis

Legislative powers are vested in the Governor-General of New Zealand in Council; executive powers remain with the Administrator of the islands, who is the High Commissioner of Western Samoa, and under him, the Director of Education, Western Samoa.

Administration

The executive administration is carried out by Tokelau islanders.

The High Commissioner of Western Samoa keeps a separate account of receipts and payments in respect of the Tokelau Islands.

Organization

The government maintains a village school in two of the atolls and a Roman Catholic mission provides educational facilities in the third. This latter school is equipped by the government in similar fashion to the other two schools.

The school rolls as at December 1951, were as follows: Fakaofu, 220; Atafu 155; Nukunono 162.

Education is limited for the most part to elementary arithmetic, reading and writing the Samoan language, and scriptural literature.

Advanced education is available at the London Missionary Society, and at the Roman Catholic and government schools in Western Samoa.

Tokelau islanders are eligible for participation in the New Zealand scholarship scheme.

Adult Education

Radio receiving sets have been made available to each of the three Tokelau atolls and this enables Tokelau school-children to listen to regular education transmissions from Western Samoa.

Teacher Education

In 1951 four trained Samoan teachers opened the government schools on Fakaofu and Atafu, and seven Tokelau students proceeded to Western Samoa for teacher training at the Teacher's College.

REFERENCE

NEW ZEALAND. DEPARTMENT OF ISLAND TERRITORIES. *Tokelau Islands. Annual report for the year [...]*. Wellington, Government Printer.

WESTERN SAMOA Trust Territory

Total population (1951): 83,565.

Total area: 2,929 square kilometres; 1,130 square miles.

Population density: 28 per square kilometre; 74 per square mile.

Pupil-teacher ratio: government schools 35; mission schools 23.

Illiteracy rate: almost universal literacy.

Total revenue (1951): 678,897 N.Z. pounds.

Total expenditure (1951): 631,175 N.Z. pounds.

Public expenditure on education (1951): 113,345 N.Z. pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Department of Education, Wellington, in February 1953.

The Trust Territory of Western Samoa is situated between 13° and 15° south of the Equator, and 171° and 173° west longitude. The territory consists of the two large islands of Savai'i and Upolu, the two smaller islands of Manono and Apolima, and several islets lying off the coasts.

In accordance with the terms of the Trusteeship Agreement approved by the United Nations on 13 December 1946, Western Samoa is administered by New Zealand; it was formerly administered by the same country under mandate from the League of Nations.

LEGAL BASIS

Executive authority is fully vested in the High Commissioner who is responsible to the Minister of Island Territories. A separate Western Samoan Public Service was established in 1950 under the control of a Public Service Commissioner appointed by the Government of New Zealand.

ADMINISTRATION

The Department of Education provides for a Director,

Assistant Director and an Infant Organizing Teacher. They are responsible for the organizing, staffing and supervision of the village schools, which are divided among seven districts, each under the supervision of a Samoan inspector. Liaison with the New Zealand Department of Education is maintained through an Officer for Islands Education in New Zealand, who is assisted by an inspector of islands schools. All New Zealand teachers in the territory are inspected and graded by the inspector of islands schools.

Education is carried out in the territory in both government and mission schools. The schools maintained by the religious missions are not in general subject to government control, nor do they receive any direct financial assistance from the government. A small number of missionary schools are, however, under direct control of the Education Department and their staffs draw government salaries. Co-operation is maintained with the various missions engaged in educational activities in the territory, and efforts are being made to achieve a unified educational system in government and mission schools.

Finance

The amounts available for educational expenditure are derived from the public revenue of the territory and from grants by the administering authority; the latter are obtained from the trading profits on the New Zealand Reparation Estates, comprising areas of land formerly German-owned and now held and operated by the administering authority.

ORGANIZATION

Primary Education

The government maintains village primary schools, the top class of which is Standard 4 (equivalent to the sixth grade in the U.S.A.); district schools are planned for each of the seven educational districts, to give a further two years' course to selected pupils from Standard 4 of the village schools—two district schools are already functioning (1952).¹ Above the village and district school level are two residential middle primary schools for boys, where the emphasis is on agricultural education, and the Samoan accelerated school. The latter will eventually be incorporated in Samoa College. Two European primary schools provide a syllabus approximating that of a New Zealand school up to Standard 4. One intermediate school provides more advanced primary education for pupils from the accelerated and European primary schools. Instruction in schools above the village and district level is in English.

Mission schools are mostly of the elementary pastor or catechist type. Others are theological colleges, primary schools and secondary schools. The pastor schools aim to make their pupils literate in Samoan and to teach them arithmetic.

1. Instruction is in Samoan, with lessons in English, the Samoans placing great emphasis on the latter in the district schools.

Post-primary Education

One post-primary non-residential school provides a four-year course of training based on that of a New Zealand district high school, enabling pupils to take an academic or commercial course to the New Zealand school certificate level.

Secondary Education

Samoa College, a residential school the construction of which is nearly completed, will initially comprise both primary and secondary departments, and at a later stage classes will be wholly at the secondary level.

Higher Education

No facilities are available within the territory.

Study Abroad

Scholarships for post-primary and university education in New Zealand are provided by the administering authority for pupils both from government and mission schools, selected by competitive examination. Scholarships are also available to enable students to enter the Suva Medical School to train as medical practitioners, dental practitioners, pharmacy and laboratory assistants, or in health and mosquito control.

ADULT EDUCATION

Evening classes in general and commercial subjects are provided at the post-primary school. Increasing use is being made of radio in adult and community education.

EDUCATION AND STATUS OF TEACHERS

One training college is maintained by the government providing a three-year course for Samoan teachers. Thirty-five students graduated at the end of 1951, but the intake of trainees was increased during the year to 68 entrants. In 1952 the training college will attain its maximum roll number of 170 students. Selected teachers are sent each year to New Zealand or to Fiji for specialized training, for periods of 6 to 12 months. Refresher courses for teachers in mission schools are made available by the Education Department.

New Zealand teachers employed in Western Samoa have graduated from the University of New Zealand and/or training colleges. Certificated and uncertificated European teachers, whose mother tongue is Samoan, are engaged locally. Samoan teachers in government schools are graduates from the local teacher-training college, are government public servants and are paid and treated as such.

There is no local teachers' association; teachers seconded from New Zealand belong to the New Zealand Educational Institute.

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UNITED NATIONS. TRUSTEESHIP COUNCIL. *Report covering its third special session and its eighth and ninth sessions, 22 November 1950 to 30 July 1951.* (A/1856.) New York, 1951. p. 218-222.

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1. PUBLIC EXPENDITURE ON EDUCATION, 1950 (New Zealand pounds)

Type of expenditure	Amount
Total	77 500
General administration, inspection, etc.	5 000
Primary education	54 000
Secondary education	
General	9 000
Vocational	1 500
Teacher-training	7 000
Higher education	750
Post-school and adult education	250

Source. New Zealand. Department of Island Territories.

Note. Expenditure during nine months in 1950.

Official exchange rate: 1 N.Z. pound = 2.80 U.S. dollars.

2. GOVERNMENT SCHOLARSHIP STUDENTS ABROAD

Branch of study	Number of students	
	1950	1952 (Mar.)
Total	64	62
Preparatory and secondary schools	41	41
Dentistry	1	—
Medicine	1	3
Nursing	3	4
Teacher-training	5	7
Law	—	1
Other	13	6

Source. New Zealand. Department of Island Territories.

3. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Pupils	
			Total	F.
Primary				
Government schools	112	384	13 420	6 886
Mission schools	386	1 1 002	25 745	...
Post-primary				
Government schools	1	2	28	15
Mission schools	9	...	...	...
Teacher training	1	5	147	62
Adult education	1	4	48	...

Source. New Zealand. Department of Island Territories.

1. Includes teachers in post-primary mission schools.

2. Includes students in post-primary mission schools. About eight thousand of these pupils also attend government schools.

N I C A R A G U A

Total population (1951 midyear estimate): 1,088,000.

Total area: 148,000 square kilometres; 57,140 square miles.

Population density: 7 per square kilometre; 19 per square mile.

Total enrolment (1952): 84,165 in primary schools.

Enrolment of girls as percentage of total (estimate): 50 per cent in primary schools.

LEGAL BASIS

The Constitution ratified on 21 January 1948 includes the following Articles on education:

Pupil-teacher ratio: 31 in primary schools.

Based on official sources, prepared in June 1953.

Article 69. The education of children is the primary duty and natural right of parents, in order to obtain for their children the best physical, intellectual and social development.

Article 70. Parents without economic resources are entitled to solicit the aid of the State for the education of their children.

Article 86. The system of primary, intermediate and professional education is under the technical supervision of the State.

Article 87. Primary education is compulsory, and that which is given at the expense of the State and public corporations shall be free and undenominational.

Article 88. Professorship in official educational institutions is a public career and is entitled to the benefits which the law provides.

Article 89. The granting of academic and professional degrees is an exclusive function of the State, which shall determine what professions require degrees for the practice thereof and what examinations and requisites are necessary to obtain them. Degrees for professional practice are subject to previous academic approval of the required courses.

Article 90. Agricultural or industrial enterprises, where there are more than 30 children of school age, are required to maintain an elementary school.

Article 91. The State guarantees academic freedom provided that there is no violation of good conduct and public order.

Article 92. No certificates shall be granted other than those corresponding to a function, a profession or a university degree.

ADMINISTRATION

The organization of State education is highly centralized, being administered, supervised and subsidized by the Ministry of State Education and Physical Training. Municipal and private schools alike adopt the official curricula and are subject to regular inspection, and their pupils sit for the official examinations in order to obtain diplomas or certificates.

ORGANIZATION

Pre-school education. This is given in kindergartens, to children between 4 and 6 years of age, the Froebel and Montessori systems providing the usual basis.

Primary education is given in three types of school—elementary (*elemental*), with a two-year course; graded schools (*graduada*), with a four-year course; and complete (*superior*), with a six-year course.

Secondary education is provided in State institutions and in private schools (*colegios*), and consists of a five-year course leading up to the school leaving certificate.

The curriculum includes Spanish grammar and literature, English, French, natural science, mathematics, geography, history, drawing, ethics, civics, physical education, music and singing, philosophy, sociology, child welfare, agriculture and domestic science, political science.

Vocational education is still in process of organization.

It is at present provided by certain schools of arts and crafts, to which pupils are admitted on leaving the primary schools, and where the course lasts from two to five years. There are also private commercial schools, which take children after their primary school period and where the course lasts from two to four years.

The National School of Agriculture, operated by the Ministry of Agriculture, gives a three years' training, terminating with the technical certificate of agriculture and veterinary science (*perito agrícola y experto en veterinaria*). Candidates for admission to this school must be between 15 and 22 years of age, and have taken the complete primary school course, and they are required to pass an entrance examination.

The National School of Nursing provides a three years' training for girls between 17 and 27 years of age, who have taken the complete primary school course.

Higher education. There are now the Universidad Nacional (founded in 1947), in León, the Universidad de Oriente y Mediodía, in Granada, and the Central University, in Managua. At the public Central University, only the school of fine arts and faculty of engineering remain, the other faculties having been transferred to the National University.

Teacher-training schools give a five-year course which is regarded as equivalent to the general baccalaureate course in the secondary schools, but the curriculum includes the following professional subjects: theory of education, psychology, logic, physiology of children and adolescents, history of education, ethics and philosophical problems of education, educational statistics, school health, teaching practice.

The National School of Physical Education gives a two-years' course leading up to the physical instructor's certificate. It is open to young people of both sexes, who must be not less than 15 years of age.

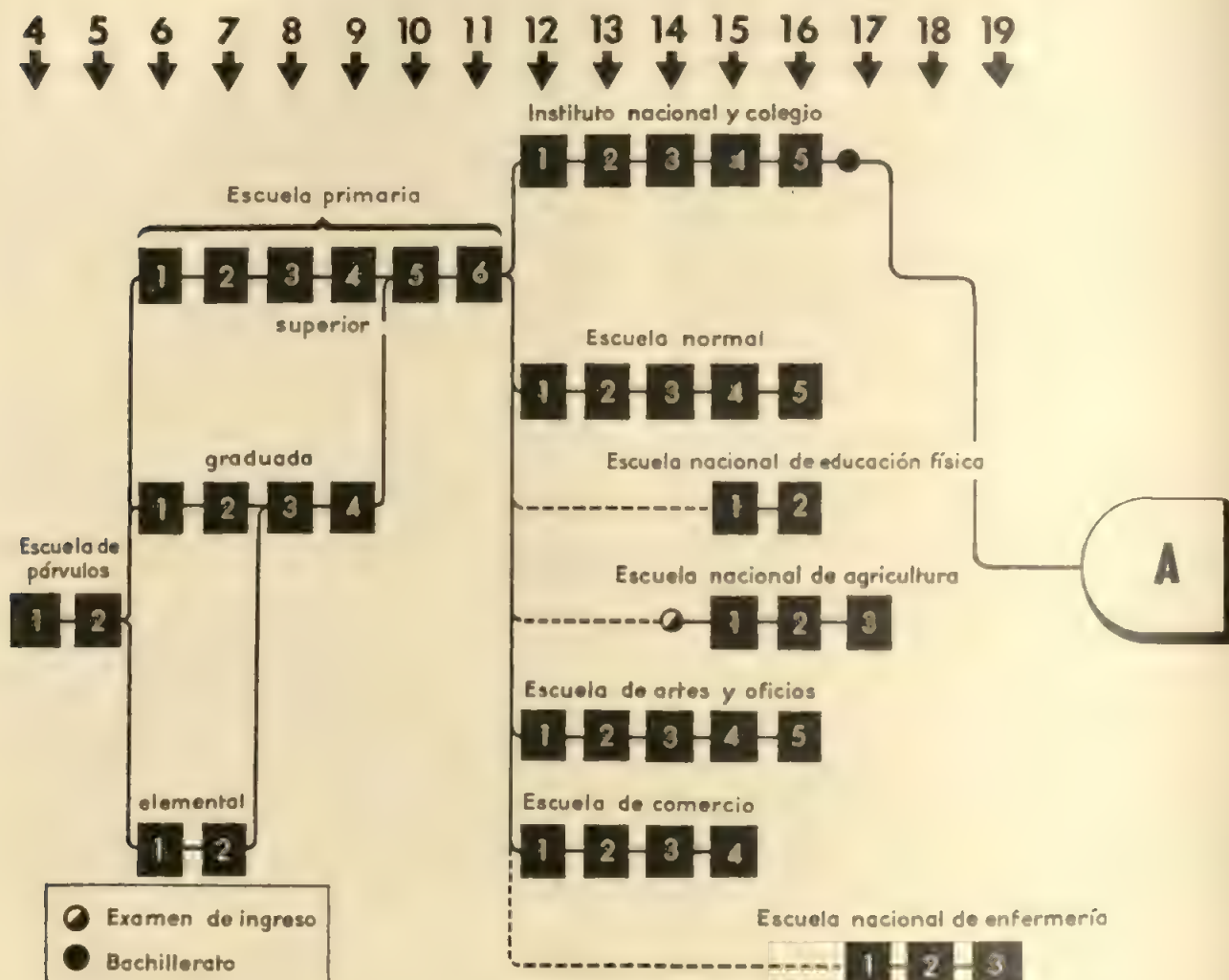
ADULT EDUCATION

Several Decisions on this subject were announced by the Minister of Education during 1952. Decision No. 601 stipulates, among other things, that employers must allow illiterate servants to attend classes at the literacy centres. Decision No. 677 is intended to co-ordinate the teaching given in village schools with the aims of the national literacy campaign, which is conducted by the village school teachers. These latter are required to do two hours' extra work a day for this purpose, which entitles them to an allowance equal to 20 per cent of their basic salary. It is also expected that the official action of the Ministry will be supplemented by private initiative, under the auspices of the provincial, municipal and local literacy committees.

STATUS OF TEACHERS

Primary school teachers are classified in various categories, according to the extent of their professional training. Salaries increase in proportion to length of service.

DIAGRAM



GLOSSARY

colegio: see under *instituto nacional*.
escuela de artes y oficios: vocational training school of arts and crafts.
escuela de comercio: private vocational training school of commerce.
escuela nacional de agricultura: vocational secondary school of agriculture.
escuela nacional de educación física: specialized teacher-training school (physical education).
escuela nacional de enfermería: vocational training school for nurses.

escuela normal: teacher - training school.
escuela de párvulos: pre-primary school.
escuela primaria elemental: incomplete primary school.
escuela primaria graduada: incomplete primary school.
escuela primaria superior: complete primary school.
instituto nacional y colegio: general secondary schools, State and private respectively.

EXAMINATIONS

bachillerato: baccalaureate (university entrance examination).
examen de ingreso: special entrance examination for national agricultural school.

HIGHER EDUCATION

A. *Universidad*: university.

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SUMMARY OF SCHOOL STATISTICS, 1952/53

Level of education and type of school	Institutions	Teachers	Pupils
Primary			
Elementary and primary schools, public and private	1 414	2 720	84 165
Secondary			
Secondary schools, public	13	187	1 632
Secondary schools, private	27	273	3 524
Teacher-training schools	2	65	630
Commercial schools	30	161	3 449
Private vocational schools	100	590	13 602
Municipal vocational schools	57	74	2 996
Higher			
Universities	3	...	1 100

Source. Nicaragua. Ministerio de Educación Pública. Sección de Estadística. Managua.

1. Including 54 evening schools.
2. Including teachers and pupils in 10 kindergartens, 54 evening schools and 1 special school.

NORWAY

Total population (estimate, 30 September 1952): 3,336,000.
Total area: 324,000 square kilometres; 125,000 square miles.
Population density: 10 per square kilometre; 27 per square mile.
Population, within compulsory school age limits (1951, 7-14 years of age): 338,200.

Total enrolment, within compulsory school age limits (1951/52): 337,200.

Pupil-teacher ratio in primary schools: 25.

Illiteracy rate. There is no illiteracy in Norway except among the small percentage of the population not fit for schooling (mental defectives).

LEGAL BASIS

There are no special references to education in the Norwegian Constitution of 1814.

The main laws now (1952) in force are:

1935: Act on Secondary Schools.

1936: Act on Primary Schools in Country Areas.

1936: Act on Primary Schools in Towns.

National income estimate (1951): 15,504 million kroner.
Public expenditure on education (1951): 402,600,000 kroner.
Cost per pupil in primary schools (1950/51): 720 kroner.

Official exchange rate (1951): 1 krone = 0.14 U.S. dollar.

Prepared by the Royal Ministry of Church and Education, in December 1952.

1938: Act on Teachers' Training.

1940: Act on Vocational Schools.

1946: Act on Continuation Schools.

1948: Act on Correspondence Schools.

1949: Act on Folk High Schools.

1950: Act on Apprenticeship Training.

1951: Act on Special Schools for Handicapped and Mentally Deficient Children.

Provisions for compulsory schooling are laid down in the above-mentioned Acts on primary education.

ADMINISTRATION

The Ministry of Church and Education, with few exceptions, controls the whole educational system of the Kingdom. While the Ministry deals with all questions of finance, appointment and administration, matters of a pedagogic nature are entrusted to councils: State Council of Secondary Education (Undervisningsrådet); State Council of Teachers' Training (Lærerskolerådet); State Council of Vocational and Technical Education (Yrkesopplæringsrådet); Council for Secondary Commercial Schools (Handels-gymnas); Committee for Commercial Schools (Handels-skoler); State Council for Correspondence Schools.

Members of the councils are appointed by royal nomination for five years at a time; they retain their normal positions in the educational system, make visits of ins-

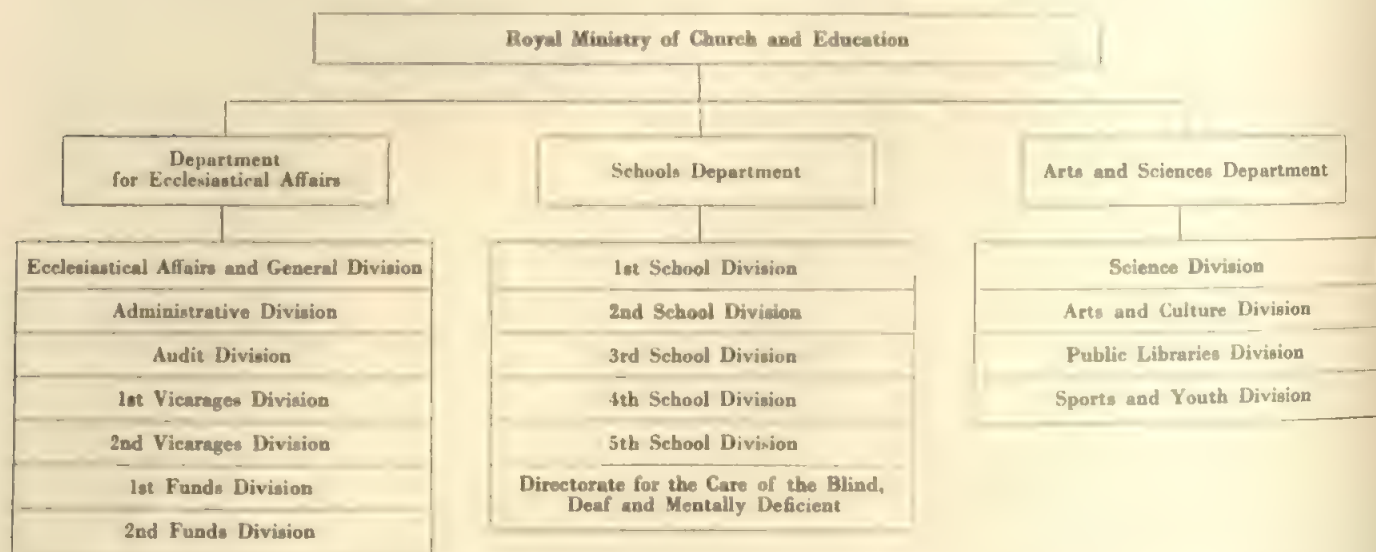
Supervision and administration of the vocational and technical school system, commercial schools and correspondence schools. (Act on Vocational Schools, Act on Apprenticeship Training, Act on Correspondence Schools.)

Second School Division. Advisory council: State Council of Secondary Education. Affairs relating to the training of teachers for secondary schools. Supervision and administration of the secondary school system (*realskoler* and *gymnas*). (Act on Secondary Schools.)

Third School Division. Supervision and administration of the primary school system and continuation schools. (Act on Primary Schools in Country Areas. Act on Primary Schools in Towns. Act on Continuation Schools.)

Fourth School Division. Accounting office for State funds to primary and continuation schools.

Fifth School Division. Advisory council: State Council of



pection to schools and meet periodically in conference. In this way each council keeps in close touch with the conditions and needs of the schools in every part of the country, and has complete freedom to make recommendations to the Ministry, with which lies the final decision in all fundamental questions.

The Ministry comprises the departments and divisions shown in the organizational chart of the Norwegian Ministry of Church and Education:

The functions of the educational divisions may be briefly set out as follows, the statutory authority being given in parentheses.

First School Division. Advisory councils: State Council of Vocational and Technical Education, Council for Secondary Commercial Schools, Committee for Commercial Schools, State Council for Correspondence Schools.

Teachers' Training. Supervision and administration of teachers' training colleges, folk high schools, State School for Physical Education (Statens Gymnastikkskole), State Teachers' Training College for Art and Manual Crafts (Statens Sløjd- og Teknisklærerskole). (Act on Teachers' Training, Act on Folk High Schools.)

Sixth School Division (Directorate for Special Schools). Supervision and administration of all types of special school. (Act on Special Schools for Handicapped and Mentally Deficient Children.)

The Director-General of Education is recruited on a competitive basis from non-official professional ranks and is thus able to provide professional leadership to the whole school system.

Educational administration in Norway is considerably

decentralized. For secondary schools the headmaster (*rektor*) has great freedom of action; as a rule he is assisted by a council of governors (representing the municipality, the State and teachers) which supervises financial matters and school equipment and makes recommendations for appointments. The primary school system is controlled by the Ministry through directors who supervise and inspect the schools of a given diocese. The director reports on primary continuation, young people's schools and teacher-training colleges. He also acts as adviser to the County School Council, an elected body responsible for preparing the county education budget and for other general matters affecting the county as a whole. At the municipal level the local school council (comprising representatives of the Church, the local council and teachers) exercises immediate supervision of primary, continuation and special schools; the council is responsible for curricula, timetables and budget proposals. Finally, each school has a management committee for promoting good home-school relations.

Finance

With the exception of the few private schools, Norway's schools are maintained by public funds, the expense being divided between the central, provincial and local authorities. The municipality bears the cost of premises and equipment, whilst the State contributes to the salaries of teachers at a prescribed rate. State subventions to local authorities are designed to equalize opportunities, so that grants are also made for buildings, free school supplies and dental service, at a varying rate according to the municipalities' resources.

ORGANIZATION

Pre-school Education

Nursery schools, being regarded as part of family and child welfare, are at present under the supervision of the Ministry of Social Affairs.

Primary Education

The primary course lasts seven years. Urban primary schools have seven classes, and all teaching is in the forenoon. For rural areas the scattered population makes for certain adaptations: a number of schools are undivided, or allow pupils to attend on alternate days. There is a trend towards consolidation, however, with pupils transported by boat and car to central schools. The primary curriculum includes Christian knowledge, Norwegian, arithmetic, writing, singing, local knowledge, drawing, physical training, carpentry, sewing, history, geography, domestic science and gardening. English may be taught in the two top classes.

Primary education is free.

Secondary Education

Each municipality is entitled to adopt an eighth compulsory school year, arranged as a continuation school (*framhaldsskolen*). The Act regulating these schools was

passed in 1946, but there is no statutory obligation on local authorities to set up continuation schools. At present the course is organized along two lines—one providing a general, and the other a more directly technical education.

At this point mention should be made of the various types of youth school. These are described more fully under the heading 'Adult Education' below, with due regard to the interpretation usually given by foreign educators to the folk high schools and other types. These schools provide a post-primary education for young people, largely but not exclusively in rural areas; the schools receive State aid and, although informal, they have a definite place in the organized school system, since the course may qualify students to enter a secondary school or teacher-training institution of more formal type.

The secondary schools proper are termed 'higher education' (*högere almenskoler*). The Act of 1935 established two types of school: the *realskole* or secondary school and the *gymnasium*. The former gives a more advanced general education, which serves both as a basis for further specialized training and as a preparation for intermediate posts in the public service and private concerns. Generally the *realskole* provides a three-year course based on the primary school with instruction in two foreign languages (English and German). The final class is varied in different parts of the country to suit local needs. Apart from the usual type, a number of other *realskoler* exist: three-year winter schools for rural areas, where the students have to work during the summer; two-year country schools for gifted pupils who are recruited by competitive entrance examination from the whole county.

In an urban three-year *realskole* combined with a *gymnasium* (see below) the first two years are the same for all students, including those who are not going to take the matriculation examination (*examen artium*). For those who are not working for an *examen artium* degree, there is a third year, with a more practical type of advanced general education and an examination of a lower grade called *realskoleeksamen*. Students who pass this examination are awarded a certificate.

On the final testimonial the subjects appear in two categories, 'written' and 'oral'. As far as written subjects are concerned, there is a country-wide written examination in the latter half of May. This examination is given under the supervision of the State Council of Secondary Education. It is the same for all schools and the papers are graded by committees of teachers. The so-called 'oral' subjects include all the subjects offered except physical training, and the grades on the testimonial are usually those given by the respective teachers in the courses. They are called 'oral' because they are theoretically subject to oral examinations at the end of the course. For practical reasons no student is ever so examined in more than one subject unless he has not gone to a regular *realskole* (a *realskole* with examination rights). Such students are called *privatister*, and have to take examinations in all subjects (about 24 per cent of the students who were tested at the 1952 examination were *privatister*).

The *gymnasium* provides a secondary education in preparation for further studies. The course lasts five years when it is based on the primary school with instruction in English. A six-year course may be offered to pupils in

rural areas. Some four-year schools in the rural areas are based on the continuation school. For practical and financial reasons the first two classes of the *realskole* and *gymnasium* are similarly organized; thereafter *gymnasium* students have the choice of the following sequences: science, modern language sequence, Latin, natural science and Norse.

The science and modern language sequences attract the greater part of students in the *gymnasium*. According to 1948/49 figures, the modern language sequence had 46 per cent of the total number of students graduating in the spring of 1949, the science sequence about 45.7 per cent.

The final examination at the *gymnasium*, the *examen artium*, is also given under the supervision of the State Council of Secondary Education. As with the *realskoleeksamen*, the subjects are divided into 'written' and 'oral' on the final testimonial issued to the student upon passing the examination. In general the written examination grades are given more weight than the oral grades.

Students who are graduating from an ordinary *gymnasium* (i.e. a school with examination rights) are examined in one oral subject, while students from schools without such rights have to take examinations in all subjects. (At the 1950 examination about 21 per cent of the students tested were *privatister*.)

The certificate issued upon completion of the *examen artium* entitles the student to enrol at universities and colleges for further studies.

Vocational Education

Close collaboration between the public authorities and private enterprises has ensured for Norway a comprehensive system of vocational education.

The 1940 Act on technical schools for crafts and industries provides a unified pattern for schools of this group so that a bright pupil may work his or her way up to the higher levels of training. The technical schools are designed to give practical instruction and theoretical knowledge as a supplement to the training that is obtained at the place of employment. They fall into the following categories:

(a) schools providing training prior to the period of apprenticeship—workshop schools (*verkstedskoler*); (b) schools providing training during the period of apprenticeship—apprenticeship schools (*lærlingeskoler*); (c) schools providing training after the period of apprenticeship—elementary technical schools (*elementærtekniske skoler*); (d) technical occupational schools (*tekniske fagskoler*); (e) technical schools (*tekniske skoler*).

On the top of the two-year technical school there is planned an additional course of one year leading to a matriculation examination which entitles students to enrol at the Norwegian Technical University. Owing to World War II and reconstruction this course is not yet established, but the plan will be implemented within a short time.

The ordinary workshop school as a rule offers a one-year course of training. If the training is given for one full school year, the trainees also receive theoretical tuition corresponding to that of the three-year apprenticeship school (see below). The standard plan for the training given in the workshop schools is worked out by the State Council of Vocational and Technical Education and approved by the Ministry.

The apprenticeship schools are intended for industrial trainees who enter a paid occupation after completion of the elementary or continuation school. Simultaneously with their becoming apprenticed, trainees shall be entered into the apprenticeship school. Normally the apprenticeship school is of three years' duration, but there are schools which, with their supplementary courses, last four years. The subjects taught include Norwegian and correspondence, drawing, mathematics and surveying, science, occupational economics and occupational science and drawing.

The tuition is ordinarily given after working hours. Pursuant to the Act of 1940 on vocational schools, the total of working and training hours is not to exceed 48 per week. The Act also provides for payment of trainees' expenses incurred in school attendance, notification of apprenticeship contracts, etc. Further details about apprenticeship training are laid down in the Act of 1950 on Apprenticeship Training in the section on legal basis.

THE WEEKLY SCHEDULE FOR THE SCIENCE SEQUENCE AND THE MODERN LANGUAGE SEQUENCE

Subjects	Science sequence				Modern language sequence			
	3-yr.	4-yr.	5-yr.	Total	3-yr.	4-yr.	5-yr.	Total
Religion	1	1	1	3	1	1	1	3
Norwegian	5	5	6	16	5	5	6	16
German	3	—	—	3	4	4	—	8
English	4	4	—	8	5	7	8	20
French	4	4	4	12	4	6	7	17
History	2	3	5	10	2	3	5	10
Geography	3	—	1	4	3	—	—	3
Biology	—	2	—	2	—	—	4	4
Chemistry and physiology	4	—	—	4	4	—	—	4
Physics	—	6	6	12	—	—	—	—
Mathematics	6	5	7	18	4	5	—	9
Descriptive geometry	—	1	1	2	—	—	—	—
Physical training	3	4	4	11	3	4	4	11
Singing	1	1	1	3	1	1	1	3
TOTALS	36	36	36	108	36	36	36	108

The object of the elementary technical schools is to give general education and elementary technical training to workers and employees in industrial works. These schools are specially intended for trainees employed in production and wishing to acquire technical knowledge of a somewhat more comprehensive character than that afforded by the apprenticeship school. On the whole, however, the elementary technical schools teach the same subjects as the apprenticeship schools, but the trainees attain a more advanced knowledge, because in most cases they are older, and lessons given during the day prove more effective. The age of admittance to the elementary technical schools is 17.

The technical occupational schools are not an ordinary part of the vocational training programme. They are practical-theoretical schools established for the purpose of giving the education required for various positions in works and industrial plants. Thus they train their students for promotion as foremen, works managers, designers and similar qualified posts.

The courses at the technical occupational schools last two years. They are day schools and the practical and theoretical education is given in the approximate proportion of 50 per cent each. The age of admittance to technical occupational schools is 16. Students applying for admittance on the basis of a primary school certificate have to pass an entrance examination. Students who have completed the *realskoleeksamen* are exempted from this test.

The 1940 Act provides for a one-year additional course on the top of the two-year course at the technical occupational schools. This supplementary course is intended to give further instruction either in general or in technical subjects, or in both, according to needs. The immediate aims are to qualify students for technical schools.

The elementary technical schools and the technical occupational schools are intended to supply industry with labour technically trained to a certain standard of skill.

The objective of the technical schools is to give the students technical and general education. These schools are purely theoretical schools intended for students who want to obtain technical education in order to qualify for responsible and leading technical positions as works managers, master builders, contractors, designers, technical assistants in State and municipal administration and other positions where no university education is required.

The ordinary courses at the technical schools last two years. Students applying for admittance to the technical schools must have reached the age of 17. They must have at least two years of apprenticeship training in the field in which they want to specialize at the school. This training has to be approved in advance by the school concerned according to regulations established by the Ministry. Before admittance the student, who applies on the basis of a primary school certificate and the above-mentioned practical training, may attend a six months' preparatory course. If the results of tests given at the end of this course are positive, the student will be admitted. Students with *realskoleeksamen* and students having passed the examination of a third-year course at the technical occupational schools mentioned above are exempted from any entrance examination of the type given at the end of the preparatory course.

The subjects taught in the technical schools are: Nor-

wegian and correspondence, foreign languages, commercial subjects, citizenship, descriptive geometry, drawing, mathematics, mechanics, physics, chemistry, construction of various types, surveying, applied mechanics (engineering), electro-technics, mechanical and chemical technology, business and industry economics and physical education. Not all of these subjects are offered in the same course, courses being divided into branches (sequences) specially adapted to train students for different services upon graduation.

As mentioned above, there are plans for an additional third school year on the top of the technical school. The examination to be passed at the end of such a course will qualify for the same degree of competence as the matriculation examination as far as entrance to the Norwegian Technical University is concerned.

Besides the vocational and technical schools, Norway has a number of other schools and institutes which furnish vocational and technical training in shorter or longer courses. Some of them are institutions which offer in-service training for craftsmen and workers. Along with the training courses such an institution as the State Technological Institute carries out research work.

Mention should also be made of the State School for Arts and Crafts which, in a way, so far as some courses are concerned, ranks as a college. The courses differ widely in scope and duration, some of them lasting as much as four or five years. The list of courses comprises for instance ornamental drawing, finer metal work, textile, woodcraft, ceramics and graphics, applied arts, etc.

The State School for Teachers of Arts and Crafts (for women) offers education in sewing, applied arts and training of needlework teachers for primary and secondary schools.

There are also established schools for foremen intended to train skilled supervisors in the iron and metal industry, in mining and forestry and in other occupations.

The vocational and technical school system of Norway has developed rapidly since World War II. On the part of the government steps have been taken to expedite the development of this vital part of the nation's educational programme.

Supervision of the technical school system is entrusted to the State Council of Vocational and Technical Education. Some of the schools are maintained by the State, with contributions from the municipality or county; others are municipal schools, with the State contributing up to one-half of the running expenses; yet others are set up by private industries, and they receive a State grant when approved by the Ministry. Each technical school has its own council, in which over half the members represent the practical trades concerned, both as employers and workers.

Schools for Other Occupations

A great variety of other types of school provide for education for other occupations. These schools are not covered by the Act of 1940. In some cases schools of this type are not regulated by law, but their origin is based on laws or regulations pertaining to certain occupations. This applies for instance to the commercial schools, of which there

are two categories: elementary commercial schools (*handelsskoler*) and secondary commercial schools (*handels-gymnas*).

The elementary commercial schools provide for technical business training. These schools are either day schools or evening schools, or the two combined. There is no entrance examination; students are admitted either on the basis of a primary school certificate or on the basis of additional general education such as continuation school or the *realskole*. Two main types of course are offered: a six months' course and a one-year course, both of which are day courses. The same courses may be transformed into evening courses of one year or two years respectively. The curriculum, comprising a certain minimum of subjects, somewhat different for the two above-mentioned courses, is fixed by regulations. In addition to compulsory commercial subjects, the schools offer a fairly wide variety of optional subjects, such as foreign languages, geography, history of commerce, political economy, etc. The majority of elementary commercial schools are private, but some are run by the municipalities. The leaving certificate examination is supervised by the Committee for Commercial Schools, appointed by the Ministry. Students holding certificates from the courses mentioned above are entitled to a tradesman's licence.

The secondary commercial schools are intended to give a somewhat higher commercial education together with general education of a secondary school level in the proportion of about 50 per cent each.

The secondary commercial schools are day schools with three years of study. Admittance is confined to students who have two years of general education in the *realskole* or in the *gymnasium*, or students with *realskoleeksamen*. Thus, there is no continuous upward line between the

elementary commercial schools and the secondary commercial schools.

The programme offered in the secondary commercial schools comprises the following subjects: Norwegian, English, French, German, history, geography, mathematics and business accounting, natural science, commercial law, political economy, bookkeeping, the organization and technique of commerce, industrial economy, typing and physical education. In addition to the above-listed compulsory subjects, Spanish and shorthand are optional. The leaving examination at these schools, if passed, entitles the students to enter the State College of Business Administration and Economics, or to study political economy at the universities. Apart from the ordinary three-year course the commercial secondary schools offer two courses based on the matriculation examination (*examen artium*), a secretarial course and a general commercial course. These are day courses of one year's duration.

All the examinations at the secondary commercial schools are supervised by the Council for Secondary Commercial Schools, appointed by royal nomination. Students holding certificates from the courses outlined above are entitled to a tradesman's licence.

The secondary commercial schools are maintained by municipalities without any State subsidy.

For other occupations there are provided schools which give training and education of varying duration. Thus there are occupational schools for fishery, agriculture, dairying, horticulture, forestry, domestic science, catering, shipping, engineering and also seamen's schools, etc. These schools are not supervised by the Ministry of Education, but by other ministries pertaining to the professions concerned.

GLOSSARY

elementærteknisk skole: full-time vocational secondary school for industrial employees who have completed apprenticeship.
folkeskole: primary school with course covering the period of compulsory education.
framhaldsskole: continuation school, i.e. post-primary class attached to primary school.
gymnasium: general secondary school.
handels-gymnas: upper vocational secondary school of commerce.
handelsskole: vocational training school of commerce.
husmorskole: vocational training school of home economics.
kommunal- og sosialskole: State vocational training school for social service and local administration.
lærerinneskole i husstell: specialized teacher-training school for teachers of home economics.
lærerskole: teacher-training college with courses at two levels.

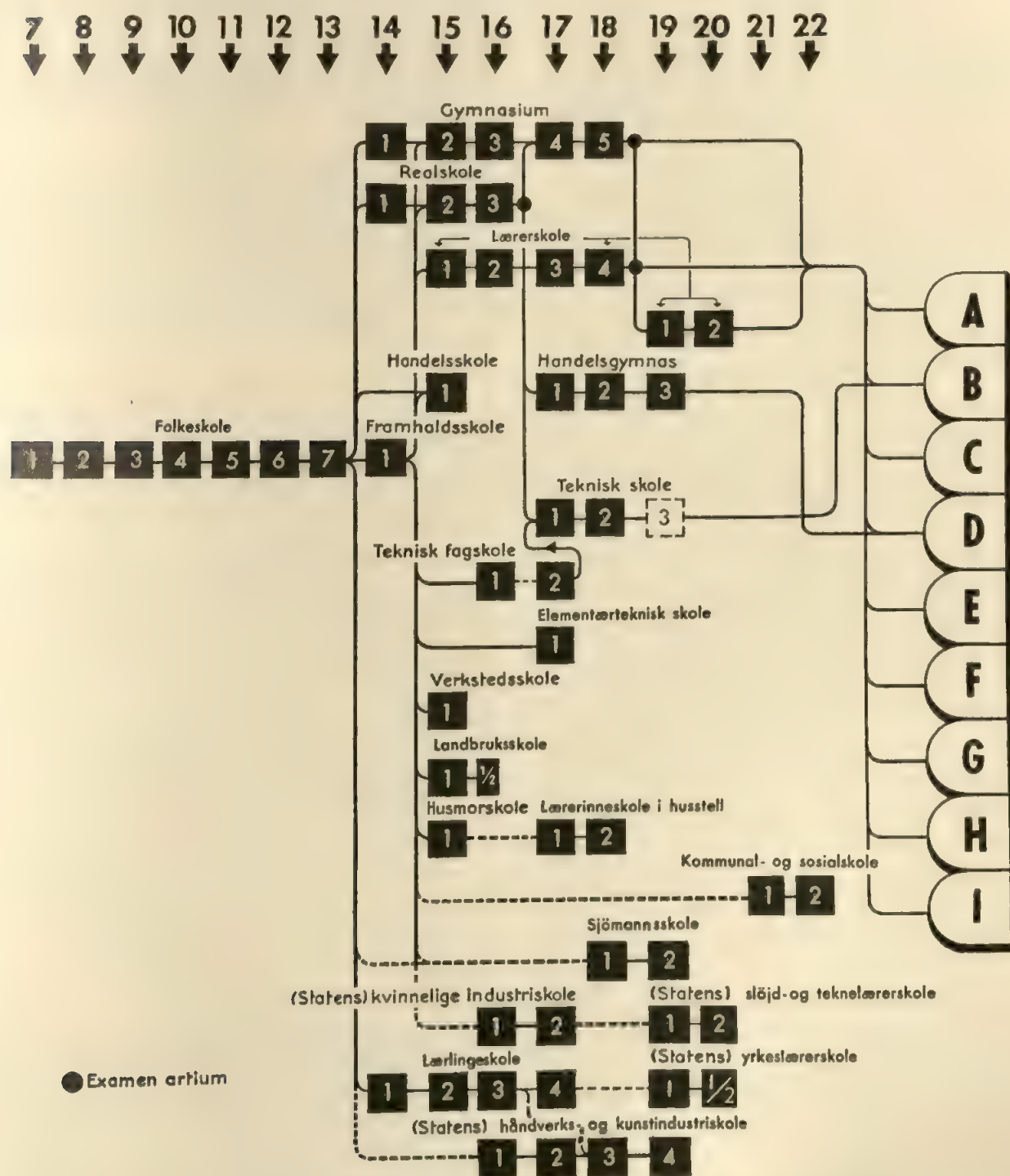
læringskole: part-time vocational training school for apprentices.
landbruksskole: vocational training school of agriculture.
realskole: general secondary school with course including practical subjects and modern languages.
sjømannsskole: vocational training school of seamanship.
(Statens) handverks- og kunstindustriskole: State vocational training school of arts and crafts.
(Statens) kvinnelige industriskole: State vocational training school of arts and crafts for women.
(Statens) slöjd- og teknisklærerskole: specialized teacher-training school for teachers in school of arts and crafts for women.
(Statens) yrkeslærerskole: specialized teacher-training school for teachers of vocational subjects.
teknisk fagskole: vocational training school for technical subjects.
teknisk skole: vocational training school at upper secondary level.

verkstedsskole: vocational training school with emphasis on workshop practice for pre-apprenticeship training.

HIGHER EDUCATION

- A. *Universitet*: university.
- B. *Norges Tekniske Høgskole*: Norwegian Technical University.
- C. *Norges Tannlægehøgskole*: State College of Dentistry.
- D. *Norges Handelshøgskole*: State College of Business Administration and Economics.
- E. *Norges Lærerhøgskole*: State College for Teachers.
- F. *Norges Landbrukshøgskole*: State College of Agriculture.
- G. *Norges Veterinærhøgskole*: State Veterinary College.
- H. *Statens Gymnastikkhøgskole*: State School for Physical Education.
- I. *Det Teologiske Menighetsfakultet*: The Independent Theological College.

DIAGRAM



Special Education

Children who owing to mental or physical defects are unable to receive their education in the ordinary elementary schools, attend as far as possible schools specially established for them by the Act of 1951 mentioned above. The supervision of all kinds of special schools is carried out by the Directorate for Special Schools, a division of the Ministry of Education.

The following categories of special schools are established or planned:

Schools for the deaf: kindergartens; schools for children from the age of 7 years; continuation schools; vocational schools; schools for deaf children of limited ability.

Schools for the blind: nursery schools; children's schools; continuation schools; vocational training schools.

In addition there are State schools for blind adults, men as well as women.

A typical feature of the special schools for the deaf and the blind is the workshop, where instruction is given to would-be carpenters, basket-makers, upholsterers, brush-makers, piano tuners, etc. For women instruction is given in domestic science, weaving, knitting and various women's handicrafts. Some of the schools are residential, others make provision for the accommodation of pupils.

Special schools for children of limited ability. A 10-year plan for the development of this type of special school was adopted in 1947. This plan proposes: additional children's schools including kindergartens; vocational training schools; small schools for children of limited ability suffering from their environment.

At the moment the State runs six boarding schools for these children, with accommodation for about 600. The children's schools admit educable children of limited ability, from 8 to 16 years of age (I.Q. 50-75). Teaching and education are intended to educate them for citizenship, to develop and train their abilities and to teach them the necessary theoretical and practical subjects.

For boys of limited ability there are three State vocational schools for boys. The duration of the course at these schools is two years.

After completing their education at the vocational schools pupils are assisted in obtaining paid employment. The aim of these vocational schools is first and foremost to make these young boys of limited ability self-supporting and independent citizens.

Special schools for those suffering from speech defects. A national scheme for the case of those suffering from speech defects was drawn up by a ministerial committee and submitted to the Ministry in 1949. This scheme comprises the following proposals: the building of a central institution; the establishment of local boarding schools for those suffering from speech defects; increased State assistance to the special classes for primary school children having defective speech.

During the years which have elapsed since World War II, great stress has been laid on the development

of special schools for blind, deaf, limited-ability children and for those suffering from speech impediments. For the time being (1952) there are, however, still boys and girls on the waiting lists for special training. But shortly, when the national scheme referred to above has been realized, the special schools of different types will be able to afford the necessary special training and education for those who need it.

Training of teachers for special schools. The teachers at all special schools must have the normal teacher's qualifications, and should have special training in addition. Teachers of the deaf receive such training at one to two-year courses and speech therapists receive one year's additional training. Shorter training courses for teachers and employees at special schools are also arranged or sponsored by the Directorate for Special Schools. For in-service training of teachers at special schools the State also grants scholarships.

Teacher Education

The preparation of teachers for the primary school is ensured by training colleges (*lærerskoler*). Requirements for teachers trained for service in the primary and continuation schools are established in the laws and regulations concerning training of teachers for primary schools, by the Act of 1938 mentioned above.

THE WEEKLY SCHEDULE FOR THE FOUR-YEAR COURSE

Subjects taught	Year				Total
	1st	2nd	3rd	4th	
Religion	2	3	2	3	10
Norwegian	7	6	5	5	23
Foreign language (English)	5	3	2	—	10
History and citizenship	—	3	3	3	9
Geography	3	2	—	—	5
Natural science:					
Physics and chemistry	2	3	3	—	8
Biology	2	2	2	2	8
Mathematics and geometry	4	4	3	—	11
Pedagogy	—	2	4	4	10
Teacher training (practice)	—	—	4	9	13
Singing and music	2	1	2	2	7
	1	1	—	—	2
Drawing	2	2	2	2	8
Writing	1	—	—	—	1
Crafts	2	2	2	2	8
Physical training	4	3	3	4	14
TOTALS	37	37	37	36	147

At the teacher-training colleges there are two main types of course, a four-year course and a two-year course. The former recruits pupils competitively from the continuation school, folk high school and the *realskole*. Thus the teaching profession is open to rural youth as well. Upon completing the final teaching test, pupils acquire certain credits towards the matriculation examination (*examen artium*), the university entrance examination. In addition to the above compulsory subjects the students have to attend short courses in gardening and libra-

rianship. Domestic science is optional and instruction is given in rather short courses.

The ordinary two-year course is reserved for students who have graduated from the *gymnasium* (all sequences), whilst the two-year English course admits only students from the modern language sequence (English branch) of the *gymnasium*. At the last mentioned course the students qualify as teachers of English in primary schools.

THE WEEKLY SCHEDULE FOR THE ORDINARY TWO-YEAR COURSE

Subjects taught	Year		Total
	1st	2nd	
Religion	4	4	8
Norwegian	2	2	4
Citizenship	1	—	1
Natural science	3	3	6
Mathematics	1	—	1
Pedagogy	6	6	12
Teacher training (practice)	5	8	13
Singing and music	2	3	5
Drawing	1	1	2
Writing	4	3	7
Crafts	1	—	1
Physical education	3	3	6
	4	4	8
TOTALS	37	37	74

For the two-year courses there are the same additional compulsory subjects as for the four-year course. The same optional subject is also represented in the curriculum.

Pursuant to the regulations students have to pass examinations in each of the above-listed compulsory subjects in order to be granted a certificate for teaching in primary and continuation schools.

The teachers' training colleges are run by State funds and all of them have the same curriculum. The training of teachers is free of charge and the State allots bursaries.

Primary school teachers in service may apply for leave

THE WEEKLY SCHEDULE FOR THE TWO-YEAR ENGLISH COURSE

Subjects taught	Year		Total
	1st	2nd	
Religion	3	3	6
Norwegian	2	1	3
English	10	10	20
Citizenship	1	—	1
Natural science	2	1	3
Mathematics	1	—	1
Pedagogy	4	5	9
Teacher training (practice)	5	8	13
Singing	2	2	4
Drawing	2	2	4
Crafts	2	2	4
Physical education	3	3	6
TOTALS	37	37	74

to acquire special training in one or more subjects. A number of institutions provide this specialized training: the State School for Physical Education, the State School for Arts and Crafts, the State School for Teachers of Home Economics, the State School for Teachers of Arts and Crafts (women). Courses usually last one year, instruction is free and bursaries are awarded. In addition to the courses provided by the above-mentioned schools, there is a wide variety of short in-service training courses, arranged either by the State or by the teachers' associations, or jointly.

Secondary school teachers are trained at the universities; the teachers of foreign languages, history, etc. at the departments of liberal arts, the teachers of mathematics, physics, etc. at the departments of natural science. The requirements for these teachers are established in the laws and regulations concerning training of teachers for secondary schools.

The universities issue two different degrees for teachers in secondary schools: the degree of *cand. mag.*, which qualifies for the position of *adjunkt*, and the degree of *cand. philol.* or *cand. real.*, which qualifies for the position of *lektor*. Generally speaking, students who are working for a *cand. mag.* degree have to take care that the three subjects selected for study are among the subjects taught in the *realskole*. The same applies to students who are working for a *cand. philol.* or a *cand. real.* degree, whose subjects must be among the subjects taught in the *realskole* as well as in the *gymnasium*.

The requirements for a *cand. mag.* degree are three minor examinations (examinations in three different subjects). The requirements for a *cand. philol.* or a *cand. real.* degree are two minor examinations and one major examination together with a written thesis which has to be evaluated and approved by the professors in charge of the examination before the student is admitted to the final university examination. (Comparatively, the Norwegian *cand. mag.* degree is—roughly speaking—somewhat beyond the general degree of M.A., while the *cand. real.* or *cand. philol.* in some cases may be the equivalent of an American Ph.D.).

The study for a *cand. mag.* degree takes from four to five years, and the study for a *cand. real.* or a *cand. philol.* degree takes from six to seven years after the passing of the university entrance examination (*examen artium*). The duration of the courses partly depends on the subjects selected.

Upon completing the university examinations the candidates have to undergo half a year of practical and theoretical training at a pedagogic seminary. The practical part of the training at the seminary is supervised by experienced teachers, selected by the seminary among the secondary school teachers working in schools adjacent to the area where the universities and seminaries are located.

The requirements for a teaching position in a secondary school are completed by final examinations at the university and at the seminary. The certificates issued by the universities and the seminaries entitle the candidates to teach in secondary schools.

Higher Education

The University of Oslo (founded 1811) has five faculties:

theology, history and philosophy, law, mathematics and natural science, and medicine. Numerous special institutions for individual subjects come under the respective faculties. Although a State institution, with funds derived from the national exchequer, the university has complete independence and considerable administrative autonomy. The governing body is the council (Collegium Academicum) comprising the rector and five deans. This body recommends candidates for appointment to vacant senior posts, the final decision resting with the King-in-Council. Within limits the students of each faculty also have a considerable measure of self-government.

The Bergen Museum, after a long history of specialized work as a private institution, has recently been organized as a university, although it does not yet have all the faculties.

The main condition for admission to universities is the passing of the matriculation examination (*examen artium*). Most of the studies are open for all students, admission to others is subject to competition on the basis of the matriculation.

A number of other higher institutions exist throughout the country. Their administration and organization are modelled on that of the university, and the final certificates they confer are equivalent to degrees. They are, in order of their establishment, the State College of Agriculture (Ås, near Oslo), the Technical University (Trondheim), the State College of Dentistry (Oslo), the State Veterinary College (Oslo), the State College of Business Administration and Economics (Bergen) and the Independent Theological College (Oslo), a privately endowed institution which trains pastors for service in the Norwegian State Church.

ADULT EDUCATION

As mentioned above under 'Secondary Education', the schools for young people may now be regarded as part of the country's organized school system. There are various types of these institutions: the folk high schools (*folkehøgskoler*), the county schools (*fylkesskoler*) and youth schools (*ungdomsskoler*), broadly similar in scope

and purpose. While practical courses have become more prominent in the curriculum, the schools' main aim is general education. For all of them the principle holds good that they are liberal in organization, and that pupils return to their work after passing through the customary six months' course.

For adult education proper a special section in the Ministry of Church and Education has been set up—the Arts and Culture Division. This is the central government agency and it acts as a secretariat for the State Council for Adult Education, a body representing a wide range of private and public agencies. Adult education in Norway is characterized by the voluntary nature of the movement, the variety of forms and agencies concerned and the granting of State subsidies which in no way lead to central control. Among the most important types of activity may be mentioned: folk academies (*folkeakademier*), providing lectures and courses of a general educational nature; study groups (*studiesirkler*), arranged by the leading organizations and receiving State aid through the parent bodies; and important adult education programmes are run by the libraries, the Workers' Educational Association (Arbeidernes Opplysningsforbund), the Travelling State Theatre, travelling cinemas and the Norwegian State Broadcasting Service.

SCHOOL WELFARE SERVICES

Norway has a comprehensive system of school medical service. By statute, school medical officers are appointed to all primary and secondary schools. In the larger towns specialized nurses are also engaged. Children are examined upon coming to school, and at regular intervals thereafter up to the time they leave, and medical record cards are maintained for each pupil. The hygiene of the school building is supervised by the school doctor. Dental care is a part of the medical service.

As a complement to this preventive treatment, instruction is given in all schools on hygiene and diet.

The provision of a free meal at school was begun in 1925—the so-called 'Oslo breakfast', now well-known in most parts of the world.

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1. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers ¹	Students
Primary			
Primary schools	...	13 403	338 000
Secondary			
<i>General</i>			
Continuation schools	...	1 904	20 704
Folk high schools	76	525	4 812
Realskoler and gymnas	304	3 294	39 463
<i>Vocational</i>			
Technical schools	4	76	951
Elementary technical and technical occupational schools	6	89	682
Workshop schools	57	386	4 429
Apprenticeship schools	105	1 300	9 195
Secondary commercial schools	13	190	2 162
Primary commercial schools	81	443	10 354
Home economics schools	63	437	3 038
Agricultural schools ²	74	422	2 379
Schools of seamanship	46	344	2 917
Professional schools for fishermen	4	36	121
Schools for applied arts	3	105	767
Schools for trades and handicrafts	15	78	1 058
Schools for nursing	27	778	2 616
School for social service and local administration	1	12	180
<i>Teacher training</i>			
Teachers' training colleges, general	11	364	1 919
Teachers' training colleges, special	7	62	409
Higher			
Universities	2	354	4 046
Colleges	8	332	1 994
Special			
Special schools	35	261	1 578

Source, Norge. Kirke- og Undervisningsdepartementet.

1. Including full-time and part-time teachers.
2. Including agricultural schools, schools for small farm holders, schools of horticulture, schools of forestry and schools of dairying and cheese making.
3. Including students at the seamen's schools, at the radio division of seamen's schools, at schools for marine engineers and schools for stewards.

2. HIGHER EDUCATION, 1950

Faculty or branch of study	Students enrolled		Graduates	
	Total	F.	Total	F.
All faculties	1 7 537	1 218	1 205	151
Universities				
Arts	1 527	...	201	57
Law (including political sciences and economics)	1 761	...	386	19
Medicine	841	...	171	24
Sciences (including pharmacy)	1 048	...	181	35
Theology	79	...	12	1
Not distributed by faculties	182	...	—	—
Colleges				
Institute of Agriculture	219	...	65	—
Institute of Dentistry	201	...	47	11
Institute of Orthodox Theology	251	...	56	1
Institute of Veterinary Science	147	...	17	1
School of Commerce	182	...	45	2
School of Fine Arts	56	...	—	—
School of Technology	1 004	...	24	—
Teacher Training Institute	39	...	—	—

Source, Norge. Statistisk Sentralbyrå. *Statistisk årsbok for Norge* 1951. Oslo, 1951.

Note. Figures refer to enrolment in autumn 1950.

1. Including 76 foreign students enrolled in the universities and university colleges.

3. PUBLIC EXPENDITURE ON EDUCATION, 1951
(in thousand kroner)

Item	Amount
General administration, inspection, etc.	6 400
Pre-school	2 500
Primary education	223 600
Secondary education	
General	64 400
Vocational	60 200
Teacher training	7 300
Higher education	29 600
Post-school and adult education	500
Special schools	12 600
Subsidies to private schools	5 400

Source, Norge. Statistisk Sentralbyrå. Oslo.

Note. Official exchange rate, 1951: 1 krone = 0.14 U.S. dollar.

PAKISTAN

Total population (1951 census): 75,842,000.

Total area: 948,000 square kilometres; 366,000 square miles.

Population density: 80 per square kilometre; 207 per square mile.

Population, within school age limits 6 to 11 (estimated at 12½ per cent): 9,480,000.

Total enrolment in primary schools (1951): 3,212,312.

Pupil-teacher ratio: 36.

Illiteracy rate (1951 census, all ages): 86 per cent.

In Pakistan there are four provinces, viz. East Bengal, Punjab, Sind and North-West Frontier Province, seven states, viz. Bahawalpur, Khairpur, Hunza, Chitral, Swat, Dhir, Federal Union of the States of Kalat, Las Bela, Mekran, Kharan and four centrally administered areas, viz. Karachi, Baluchistan, Tribal Belt and Gilgit Agency. Education is primarily the concern of the provincial and state governments, the Ministry of Education of the Government of Pakistan being directly responsible only for the centrally administered areas of Baluchistan, Karachi, and the tribal belt. The central government, however, co-ordinates policies throughout Pakistan, plans for educational development on a national basis and offers advice on a variety of problems referred to it.

The central government has a Minister in charge of education and the administrative head of the Education Ministry is the Educational Adviser with the rank of Joint Secretary to the Government of Pakistan. The set-up under the Educational Adviser consists of deputy educational advisers, assistant advisers on the secretariat side, education officers, assistant education officers and a deputy secretary, an under-secretary, an assistant secretary and the necessary secretarial staff.

In every province and state there is also a Minister in charge of education. Under the Minister there is the Department of Education to deal with administrative matters and the Directorate of Education to execute the general policy laid down, although in some provinces, such as the Punjab, the Director of Public Instruction also acts as the secretary of the Education Department. The directorate consists of deputy and assistant directors, various grades of inspectors of schools, both men and women, special officers and the necessary secretarial staff.

For centrally administered areas directors of education, having a similar complement of staff, work under the administrative control of the head of the local administration.

There are several co-ordinating and advisory agencies, such as the Advisory Board of Education, the Council of Technical Education, the Inter-University Board, etc., under the chairmanship of the Minister of Education to the central government. Official and non-official experts from all the provinces and states are properly represented on the Advisory Board of Education and the Council of Technical Education, with one of the deputy educational

Total revenue: 1,713,493,000 rupees.

Public expenditure on education (budget allotment for education for 1951/52): 88,191,504 rupees.

Official exchange rate (1951/52): 1 rupee = 0.3022 U.S. dollar.

Revised by the Ministry of Education, Karachi, in April 1953.

advisers acting as the secretary. These bodies meet at least once a year to discuss and solve problems of common interest and to achieve national integration and uniformity.

The Inter-University Board is composed of the vice-chancellors and registrars of the universities and it meets at least once a year to discuss problems of common interest. The chairmanship of the board goes by rotation to the vice-chancellors of the universities.

The Education Ministry has to maintain liaison with other countries and acts as a clearing house of information on matters relating to education. Its other functions are: financial assistance to provinces and states for educational purposes, promotion of scientific and technical research, award of scholarships for specialized studies abroad, and maintenance of national monuments and institutions such as the national libraries, museums, archives, archaeological sites, etc.

LEGAL BASIS

There is no comprehensive legislation on the lines of the British Education Act of 1944 laying down the educational system of the country. The central and provincial governments, however, have enacted laws from time to time to cover specific aspects of education. They are: the Bengal Primary Education Act, 1919; the Bengal (Rural) Primary Education (East Bengal Amendment) Act, 1951; the Punjab Primary Education Act, 1940; the Sind Primary Education Act, 1947. Universities in Pakistan have also been established by Statutory Acts.

Each province or state has its own Education Code issued by the province or the state government for the administration of the schools within its jurisdiction.

ADMINISTRATION

Recurring expenditure on the maintenance of educational institutions has to be borne by the province or state concerned, except for the centrally administered areas.

The central government gives occasional grants-in-aid to the provincial and state governments and universities for specific purposes involving capital expenditure on buildings, equipment, etc., on the recommendation of the

Ministry of Education, made generally on the basis of advice given by the Advisory Board of Education of the Inter-University Board or the Council of Technical Education or the University Grants Committee. The central government, may, however, in special circumstances, sanction a grant towards the recurring expenditure of a province or a state to implement a scheme of national importance.

The Directorate of Education is a body of specialists, who, besides exercising the necessary control over the schools to ensure proper functioning, also prepare in detail new schemes and proposals for improvements. All fresh proposals, after the necessary vetting from the education department concerned (Ministry of Education in the case of centrally administered areas) go to the respective ministers of education for approval. They are then forwarded to the Department of Finance for the necessary sanction of expenditure involved.

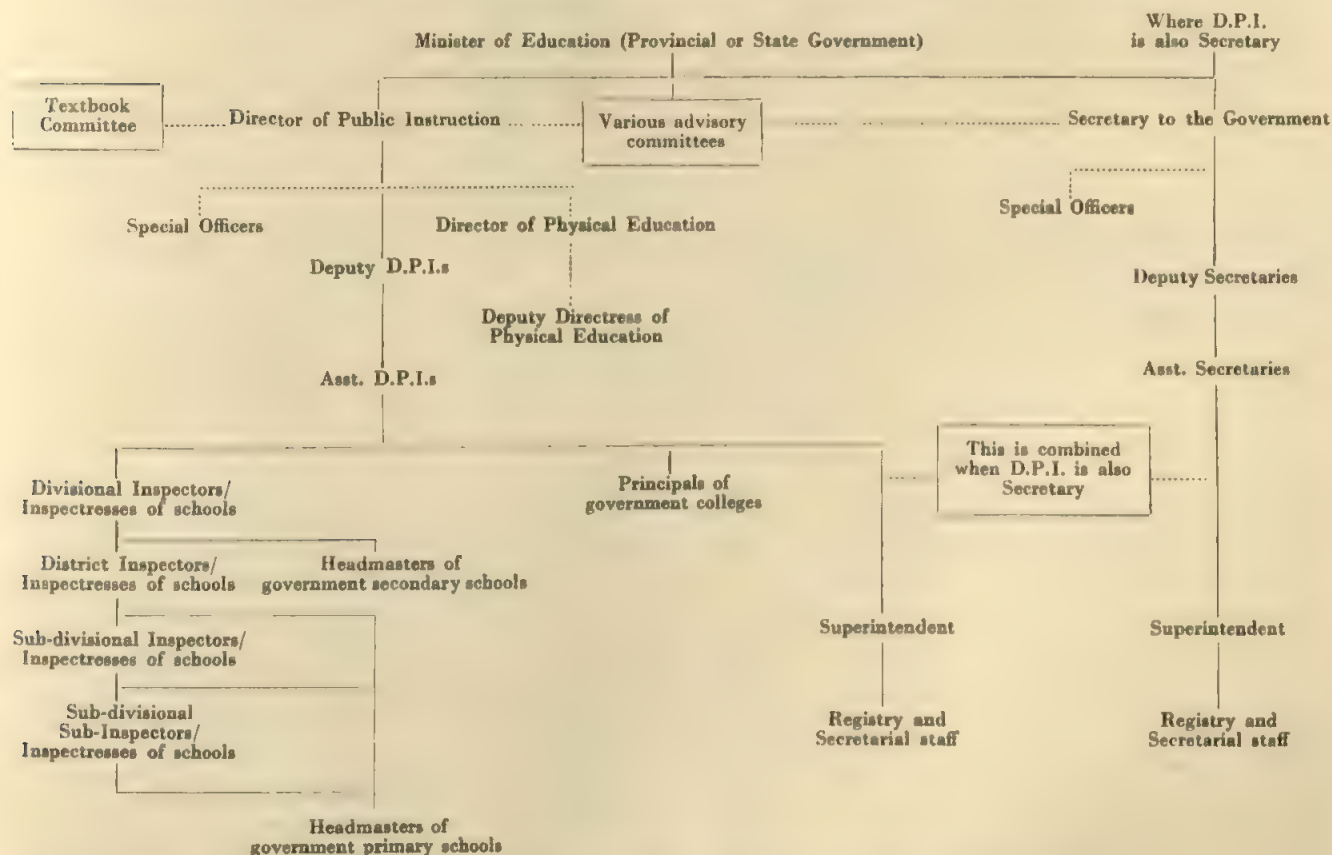
Primary and secondary schools are mostly managed by private bodies and are financed by central or provincial or state governments, local boards, and private organizations.

Administrative control over non-government high schools is exercised by provincial or state governments through a grants-in-aid system and inspection. Prescription of courses, etc., however, is vested in the respective affiliating university or board of secondary education. In East Bengal the provincial government has assumed direct charge of all primary schools in areas where compulsory education has been introduced. Higher education is financed by provincial or state and central governments and by private organizations.

Independent Schools

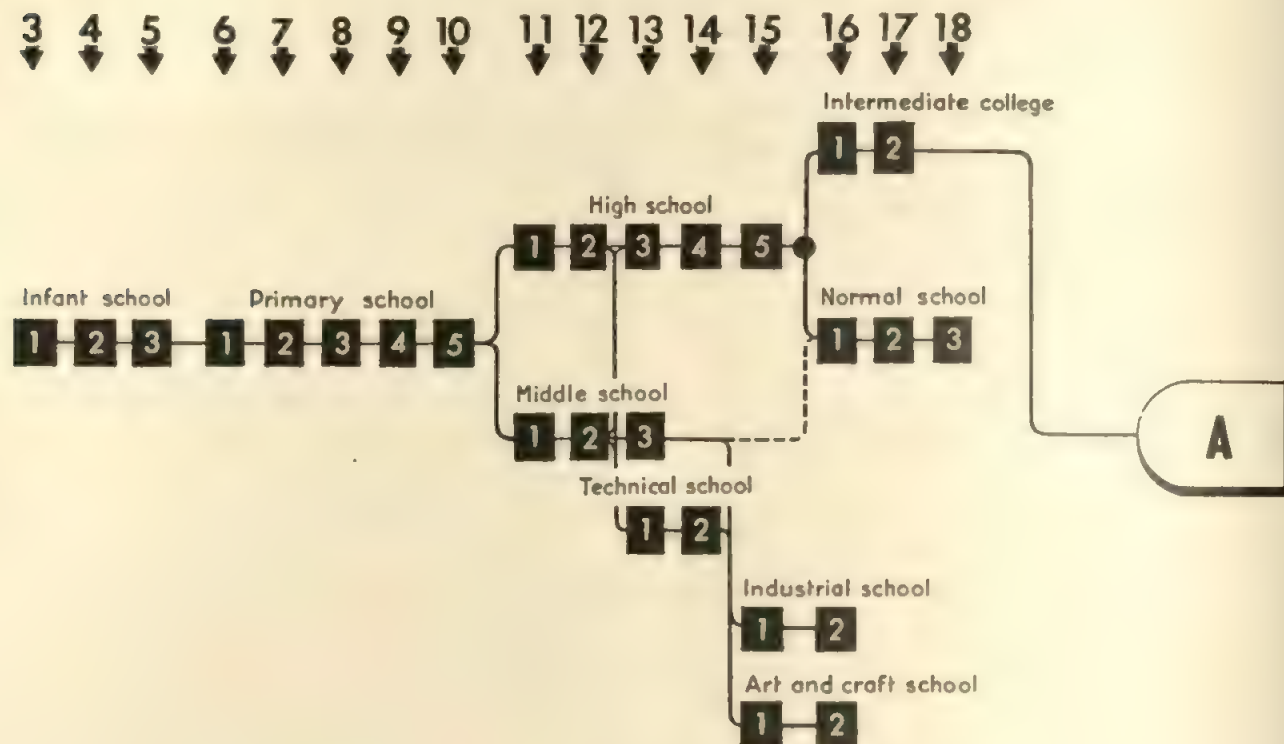
There are three types of schools outside the recognized school system, run mostly by private bodies, but many of them receive grants-in-aid from local governments. European schools affiliated to the Cambridge Local Examinations Syndicate provide general education through the medium of English. *Madrasahs* provide special education in Arabic, Persian and Islamic theology through the medium of Urdu. *Tols* in East Bengal teach Sanskrit. Pali and Hindu theology through the medium of Bengali.

ORGANIZATION OF A TYPICAL EDUCATION DEPARTMENT (PROVINCIAL OR STATE GOVERNMENT)



N.B. In the Punjab, divisional inspectors of schools, principals of colleges and deputy D.P.I.s enjoy almost equal rank.

DIAGRAM



GLOSSARY

NOTE. The accompanying diagram does not show regional variations. The total duration of a complete school course (primary and secondary) is 10 years in all provinces except Sind (11 years).

art and craft school: equivalent of industrial school.

high school: general secondary school.
industrial school: vocational training school.

infant school: pre-primary school.

intermediate college: non-degree granting college providing the first stage of higher education.

middle school: lower general secondary school.

normal school: teacher-training college
technical school: vocational secondary school.

HIGHER EDUCATION

A. University and degree-granting colleges.

These schools are gradually becoming unpopular, and some of them have to some extent remodelled themselves on modern lines and adapted themselves to local requirements and are being assimilated into the recognized school system. Passing out examinations of the European schools and the new-scheme *madrassahs* are recognized by the universities in Pakistan.

FINANCE

Funds are raised by the central and local governments under powers vested in them regarding direct (income tax, sales tax) and indirect (duty, excise, etc.) taxation. These are augmented by income accruing out of public services such as railways, post and telegraph, etc. The total funds of the central and provincial governments are

then allocated for expenditure to different ministries and departments by the respective legislative assembly. To receive the allocation the education ministry or department has to submit a budget proposal for approval every year. This shows income accruing to the education ministry or department from fees received from students for inclusion on the credit side of the government funds. The education ministry or department, however, has to obtain specific sanction for all expenditure within the budgeted amount, from the respective ministry or department of finance. Local boards also raise funds by levying the usual rates and taxes. In areas where compulsory education has been introduced, additional taxes have been levied by the local boards and provincial governments. Under each local board there is an education board. The local boards allocate the necessary funds to their education board for expenditure on primary education, which is more or less

their responsibility. The chairman of the local board approves all items of expenditure within the allocated amount as and when required during the year.

Education is not free and students have to pay monthly fees, except a few poor and deserving cases, who receive free studentship, with additional stipend or scholarship. In public institutions fees are fairly reasonable, but in most of the private institutions they are sometimes very high. Facilities for free studentships are also very limited in private institutions. In compulsory education areas no tuition fees are charged.

Public institutions are financed from the funds of the local government supplemented by grants-in-aid received from the central government for specific non-recurring expenditure. Private institutions are financed by the funds raised by private bodies from private organizations or individuals, supplemented by fees raised from the students and grants-in-aid received from local governments and local boards.

ORGANIZATION

The system now in existence varies from one local government to another and is being completely reorganized. Provincial and state governments exercise the right of affiliation and inspection of schools. Otherwise the school authorities enjoy complete autonomy in the management of the schools. Curricula, syllabuses and textbooks are also laid down by the provincial and state governments. Syllabuses have already been largely modified to include basic knowledge of good citizenship, ideology of Islam and general science in addition to the conventional course of the three R's. The teachers have, however, complete freedom about the method of teaching to be followed, and are allowed the choice of textbooks from the list approved by the government.

Pre-primary Education

Facilities for pre-primary education are inadequate. There are a number of infant schools in urban areas run by private bodies. A few schools have recently been opened in rural areas financed by the local and central governments to act as a fillip to private enterprise in this direction. There are no prescribed syllabuses for these schools, which follow their own improvised methods, although the 'play-way' system of school teaching is popular in some urban areas. The average age of children placed in pre-primary classes is 3 to 6 years. There is complete co-education of boys and girls at the pre-primary stage.

Primary Education

Primary schools in Sind and Karachi (Federal area) comprise four (being raised to five) classes; in North-West Frontier Province, Baluchistan and the Punjab, five classes; and in East Bengal the primary school has just been raised from four to five classes. Its aim is to provide general education and the subjects covered are: mother tongue, history, geography, arithmetic, hygiene, general science, Dinyat (religious knowledge), etc. The average age of children in primary classes is 6 to 11 years. The medium

of instruction is the mother tongue or the regional language. Co-education exists to a large extent at this stage, particularly in the rural areas.

Secondary Education

This consists of a middle school stage, divided into lower and upper, and the high school stage, and is followed in the order given after the primary stage. Middle schools are of two types: vernacular middle schools and English middle schools, but the former are being rapidly converted into the latter. At times, middle classes (lower) are joined to the primary classes and the middle classes (upper) to the high school classes. Like the primary stage, the middle and high school stages vary from one local government to another. The total duration of the secondary stage in Sind is seven years, in East Bengal six years and in North-West Frontier Province, Baluchistan and the Punjab, five years. The medium of instruction continues to be the mother tongue or regional language, but English is taught as a compulsory or optional subject. Other important subjects in addition to those in the primary stage are mathematics, classics and modern Indian languages. The main function of the middle schools is to prepare students for the high schools and of the latter to prepare them for the universities. An attempt is being made to provide education complete in itself at the secondary stage, and for this purpose diversified courses are being provided in newly opened technical high schools. The final examination is known by different names in different provinces: matriculation, high school, etc.

Higher Education

Higher education at present consists of three stages: intermediate (arts or science) for two years, bachelor's degree (arts or science) for two to three years, and master's degree (arts or science) for one to two years. The duration of the degree course in medicine or engineering is four to five years. The medium of instruction in all these stages of higher education is English and the controlling authority is the university to which the institutions catering for the courses are affiliated. In some provinces the intermediate stage is controlled by the Board of Secondary and Intermediate Education. In all the institutions the teaching of art subjects takes first place; next come science, technology and other professional subjects. Technical and professional subjects are gradually becoming very popular.

Vocational Education

Vocational education is provided in the various technical institutions, and in a few purely vocational institutions. Some of the institutions are run by the departments of agriculture, industry and labour, while others are under the departments of education. Institutions for higher technical education, however, are under the control of the provincial governments concerned.

The various branches covered by the institutions are: elementary, mechanical, civil and electrical engineering, motor mechanics, surveying, woodworking, weaving,

blacksmiths' and tinsmiths' work, watch repairing, book-binding, tailoring, lacquer work, radio mechanics, commercial typewriting, fruit preservation, soap manufacture, electro-plating, leather work, trunk making, painting and polishing, embroidery, carpet making, etc.

The institutions provide instruction at diploma or certificate standard. The period of courses and qualifications for admission vary from institution to institution, which conduct their own examinations internally.

Teacher Training

There are two types of institution for the training of teachers: teacher-training colleges affiliated to the universities providing a degree course in teaching (B.T.), and teacher-training schools called normal schools, providing a certificate course in teaching. Provision for teacher-training institutions of both types, particularly the latter, is inadequate. Several primary teacher-training schools have also been started in East Bengal to meet the requirements of schools in compulsory education areas. Two training colleges have also been set up (one for men and one for women) to meet the requirements of teachers for primary teacher-training schools.

The training colleges prepare teachers for the secondary schools. The normal schools mainly train primary school teachers. Admission to the colleges is open to graduates only. The normal schools generally admit matriculates. In the colleges, with a few exceptions, there is co-education, but normal schools for men and women are quite separate. The period of training in the colleges is one academic year and two to three years in the normal schools. Syllabuses vary from province to province, particularly for the normal schools, but the medium of instruction for colleges is English and the regional language for the schools.

Special Schools

There are at present six institutions for the deaf-and-dumb, three for the blind and none for backward children. Admission is open to both children and adolescents, and simple educational or vocational training is provided suited to the pupils' capacities.

ADULT AND FUNDAMENTAL EDUCATION

Literacy campaigns organized by the central and provincial governments to educate illiterate adults have been in operation in selected areas. But it has failed to evoke popular enthusiasm, its object being rather narrow, confined as it was to give instruction in the three R's only. Moreover, the literacy imparted was of the flimsiest character and the new literates, in the absence of suitable literature or media of mass communication like film, radio, etc., soon relapsed into illiteracy.

With the attainment of independence, education of adults has become a matter of great importance to the country. The government, based on a dynamic and true democracy, has been anxious that its citizens shall form an active and alert electorate, fully conscious of their responsibilities in a free society and capable of increasing

their satisfaction in living. This has led to a rapid increase in the number of adult education centres, sponsored not only by the central and provincial governments, but also by private organizations such as the All Pakistan Women's Association. The technique of teaching has been improved and various media of education such as pictorial charts, films, slides, theatre, folk dances, etc., are being used. The lessons have also been remodelled to provide basic literacy as well as knowledge of improved methods of health, sanitation, agriculture, cottage industries, etc.

The provision for adult education however, is very inadequate and does not meet the requirements of even a very small portion of the population. The government has therefore evolved a six-year plan (1951-57), in consultation with the provincial and state governments, to remedy the situation. They have assumed full responsibility for the education in the first instance of adults between the ages of 15 and 40 years. This has been done on a realistic basis in accordance with the finances available, and on the assumption that by the time the adults of the selected age-group have been made literate, those already over 40 years of age will either be too old to play an effective part in the affairs of the country or may disappear from the scene. Suitable school buildings are being fitted up to be utilized as adult education centres in the evening and the duration of the course, which has been carefully drawn up to be instructive and related to the life and conditions of the people, is only four months for an adult. Audio-visual aids will also be used extensively and facilities for mass communication, such as radio and films, will be suitably extended to all rural areas. Arrangements have been made to train the teachers through a suitable short course to give them the correct psychological approach necessary to deal with such recalcitrant material as illiterate adults. Provision has been made to increase the present number of centres tenfold by the end of 1957, and it is hoped that if the proposed Unesco pilot project on fundamental education in Pakistan materializes, there will be a more determined and purposeful drive to provide education for all adults between the ages of 15 and 40 years within the next ten years.

STATUS OF TEACHERS

The minimum qualifications for different categories of teachers vary from province to province and local governments lay down their own, fairly flexible, rules. On an average, however, the minimum qualification expected from teachers of primary schools is middle school education, preferably with two years of teacher training; from teachers of middle schools, a high school education preferably with two years of teacher training; and from teachers of high schools, a university education up to degree standard, preferably with one year of teacher training. These qualifications are often slightly relaxed in favour of private institutions, particularly in the rural areas. About 50 per cent of the teachers in all the primary and secondary schools are untrained. Hence for some compulsory education areas shortened courses of training have been introduced by raising the minimum qualification of enrolment to matriculation. Observance of the general rules regarding minimum qualifications of teachers is

enforced as far as possible through the inspecting staff of the local government, but the position is far from being satisfactory.

Scales of pay for all categories of teachers vary from province to province, and tend to be lower than those obtaining for other professions in most of the provinces. Each local government lays down the minimum scales of pay for different categories of teachers; they are much below the scales in federal government schools. Furthermore, teachers in private schools are paid less than those working in government schools. Again, teachers of private schools in rural areas are paid less than the teachers of private schools in urban areas. This discrepancy, however, does not exist in areas where compulsion has been introduced.

The method of selection and appointment of teachers varies in different stages of educational systems and also from province to province and between public and private schools. Teachers for the government high schools are selected on the recommendation of the Directors of Public Instruction, either from the lower service or from outside. Posts in government middle and primary schools are filled by the divisional inspectors of schools with the approval of the Directors of Public Instruction. Where there are local boards or private government-aided schools, posts are filled by the boards concerned or by the managing committee of the school, in accordance with the minimum qualifications laid down by the local government. Inspecting staff of the local governments are associated with the local boards and managing committees of schools. In other private schools the sponsoring individual or group of people are completely free to make their own appointments in accordance with the prescribed minimum qualifications, which are checked up as far as possible by the inspecting staff of the local government.

Teachers employed in government schools receive the benefit of retirement pensions in accordance with rules laid down. These teachers also enjoy security of tenure of service. Teachers in private schools, however, enjoy neither security of tenure nor the advantages of retirement pension. Some private schools, particularly those aided by the government, extend provident fund benefits to their staff, towards which both the employer and the employee have to contribute a percentage of the monthly salary, which varies from school to school. In compulsory education areas all teachers enjoy the same privileges as are accorded to teachers in government schools in other areas.

SCHOOL WELFARE SERVICES

There is no organized system whereby school welfare

services are made available to the children in Pakistan. In public schools health services are provided in the form of a check-up once every year, but there is no provision for treatment. Some form of physical training is also available in public schools and some of the prosperous private schools. There is no provision for free or even subsidized school meals. Scouting and guiding activities are encouraged and arranged for in most of the schools.

TRENDS

The new Dominion of Pakistan is fully alive to its responsibilities towards the citizens regarding education and the part which education necessarily plays in the eradication of poverty and disease and the development of national wealth. Comprehensive plans have therefore been drawn up based on realizable targets to eradicate illiteracy by providing universal free and compulsory education for all children between the ages of 6 and 11, and by providing fundamental education for those adolescents and adults up to the age of 40 who have the misfortune to be illiterate.

In order to achieve the desired result in the shortest possible time, so far as financial resources allow, the quantitative aspect of a basic education is receiving greater attention. To provide education for more children many schools are being run in double shifts, with the same or a separate set of teachers. There is, however, a keen realization that to achieve permanent literacy for the children, action has to be taken to improve the quality of teaching and for this purpose a large number of training institutions are being set up to produce qualified teachers. At the same time special attention is being paid to the curricula and syllabuses of primary and secondary education so that they may be closely related to the atmosphere in the homes and communities of the children, and may inculcate in them maxims of good and healthy living, universal brotherhood, social justice, civic sense and moral values. There is also a tendency to divert secondary education into different channels according to the aptitude of children, so that the education imparted may be complete in itself and not a mere preparation for the university.

Higher education is also being reorganized in such a way as to make the universities real centres of learning, research and culture. In the scheme of reorganization for higher education, greater emphasis is being laid on scientific and technical education, with more bias on laboratory or workshop experience.

These trends in the field of education, it is felt, will open up the agricultural and industrial potentialities of the country and thereby increase its capacity to promote further nation-building projects, leading to a higher standard of living and prosperity for the people.

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1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Government pre-primary	1	...	...	50	...
Government-aided	3	...	...	172	...
Private	14	...	...	661	...
Primary					
Schools for boys	35 128	88 697	4 982	2 914 494	297 818
Schools for girls	5 167			297 818	297 818
Secondary					
<i>General</i>					
Lower middle schools	3 366	43 823	3 105	326 598	17 724
Upper middle schools	1 089			216 648	34 149
High schools	2 031			620 896	45 864
<i>Vocational</i>					
Technical high schools	2	...	...	400	...
Engineering colleges	3	...	...	1 236	...
Commercial schools	8	...	...	774	...
Commercial colleges	3	...	...	614	...
Domestic science	1	...	...	41	28
<i>Teacher Training</i>					
For primary school teachers	125	...	...	6 145	676
For secondary school teachers	11	...	...	785	276
Higher					
Intermediate colleges	36	...	...	5 483	583
Degree colleges	91	...	...	33 910	1 308
Universities	5	...	...	5 120	275
University colleges ¹	66	...	...	24 600	505
Special					
Schools for deaf and dumb	6	...	...	106	...
Schools for the blind	3	...	...	60	...

Source. Government of Pakistan. Education Division. *Six-year National Plan of Educational Development for Pakistan. Part I*. Karachi, 1952.

1. Of which 106 in diploma and 335 in degree courses.

2. Three colleges administered by the universities, 59 colleges affiliated to the universities and four constituent colleges.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951/52 (in thousands of Pakistan rupees)

Source of revenue	Total budget allotment	Primary education	Secondary education	Higher education	Grants to universities	Miscellaneous
Total	88 192	...	...	...	...	...
Central Government	4 899	—	86	267	2 476	2 070
Centrally administered areas						433
Baluchistan	1 339	408	360	137	—	
Karachi	5 021	2 501	2 211	—	—	309
Tribal areas of N.W.F.P.	1 811	...	...	...	...	...
East Bengal	21 821	6 996	5 147	2 127	1 000	6 551
Punjab	30 966	15 091	6 973	3 350	1 238	4 314
Sind	10 409	6 877	1 184	844	100	1 404
N.W.F.P.	7 528	1 662	3 336	879	1 000	651
Bahawalpur	3 573	943	2 630	—	—	—
Khairpur	824	565	228	30	3	—

Source. Government of Pakistan. Education Division. *Six-year National Plan of Educational Development for Pakistan, Part I*. Karachi, 1952.
 Note. Official exchange rate: 1 Pakistan rupee = 0.3022 U.S. dollar.

3. HIGHER EDUCATION, 1951

Faculty or branch of study	Students enrolled	
	Total	F.
All faculties	29 720	780
Arts	3 372	238
Science	1 748	37
Agricultural institute	40	—
College of Commerce	447	—
Engineering College	294	—
Law College	458	3
Medical College	595	14
Oriental College	255	19
Teacher Training College	76	11
59 affiliated colleges	22 435	458

Source. Government of Pakistan. Education Division. *Six-year National Plan of Educational Development for Pakistan, Part I*. Karachi, 1952.
 Note. Universities and university colleges only.

PANAMA

Total population (estimated 10 December 1950): 805,000.
Total area: 74,000 square kilometres; 28,600 square miles.
Population density: 11 per square kilometre; 28 per square mile.
Population within compulsory school age limits, 7-14 (1948/49): 160,465.
Total enrolment: 110,059 in primary education.
Enrolment of girls as percentage of total: 49 per cent in primary schools.
Pupil-teacher ratio: 32 in primary schools.

LEGAL BASIS

The Constitution of Panama, which was ratified in 1946, stipulates, *inter alia*, that the fundamental duty of the State is to organize education in all its aspects, whether intellectual, moral, civic or physical. Its action for this purpose is to be based on democratic principles and on the ideals of national progress and human fellowship. It is for the State to determine the aims of education and to ensure its unity, co-ordination and continuity at all levels.

All schools are recognized as being of public interest: primary education is compulsory; pre-school, primary and secondary State education is free; freedom of education is guaranteed. The State may, however, exercise supervision over private schools, in order to ascertain whether they are contributing towards achievement of the cultural aims of the nation and to the improvement of intellectual, moral, civic and physical education.

Expenditure on education has priority over other budgetary expenditure. A law is to determine the proportion of the national budget which is to be allocated to this purpose.

The State will assist in the establishment of technical schools, industrial and vocational schools, agricultural and commercial schools, adapted to the needs of the nation. From the primary level upwards, the State will establish vocational guidance services, through which the aptitudes of pupils can be discovered and turned to better account, both individually and socially.

ADMINISTRATION

The administration of State education is highly centralized. There are, however, municipal education committees (*Juntas municipales de educación*), whose powers and duties were defined by Decree No. 1949 of 21 November 1947. These committees include a member appointed by the Minister, two members representing parents and two members appointed by the teachers. The committees co-operate with the school authorities in the development of education and culture; they also supervise the collection and utilization of that part of the municipal funds (20 per cent) that is assigned to education.

Illiteracy rate (census 1950): 30 per cent of the population of 15 years and over.

Public expenditure on education (1951): 8,126,300 balboas.

Official exchange rate: 1 balboa = 1 U.S. dollar.

Based on official and other published sources, prepared in June 1953.

There are State schools and private schools. The former are aided—wholly or partly—by the State; the latter receive no State assistance. Both State and private schools are open to all pupils without distinction of race, religion or social status. All private schools are responsible to the Ministry of Education. Their curricula and organization must be approved by the Ministry of Education and are subject to its supervision. The school inspectors visit private schools to keep a check on school attendance and hygiene. In private primary schools the State curricula are followed. To make the inspection and supervision of primary schools easier, the number of school districts has been reduced from 22 to 9, corresponding to the nine political divisions of the country. Secondary schools are under the immediate supervision of the Directorate of Secondary Education.

ORGANIZATION

Pre-school Education

The object of this education is to give the child a physical and social environment which will be helpful to its full development and particularly to the formation of good mental habits and behaviour. It is provided in kindergartens which are open to children of 5 and 6 years of age.

Primary Education

Primary education is intended to assist and guide the child's complete development and give him an opportunity of acquiring the basic knowledge he needs in order to become a useful citizen in a civilized community.

Primary schools have six classes, each lasting a year. Urban and rural schools have the same curricula. In rural primary schools, which are sometimes incomplete in that they do not have the full six classes, emphasis is laid on certain subjects related to the environment.

Secondary Education

The aims of secondary education are to stimulate and guide the complete development of pupils who have finished their primary studies and to prepare them,

according to their aptitudes and interests, and with due regard to social needs, to play effectively the part to which they are best suited in the life of the community.

Secondary education consists of two cycles, each lasting three years. The first cycle gives a general education; the second is academic or professional. The academic cycle (*liceos*) prepares pupils for the school-leaving certificate, in literature or science. The vocational cycle prepares pupils for the teaching profession (three years), commercial careers (two years) or certain trades. In private secondary schools the curricula must include national history and geography and also civics. Private secondary schools may be 'incorporated' (*incorporadas*) or 'free' (*libres*). They are incorporated if they have adopted the curricula, textbooks and regulations of State schools at a similar level. If the examinations organized by these schools conform to the regulations of the Ministry of Education, their certificates and diplomas are officially recognized.

Free schools are those which do not fulfil the above conditions; their certificates are not officially recognized.

Vocational Education

This education is provided in establishments of secondary school standard, for instance, the Melchor Lasso de la Vega school of arts and crafts; the vocational school for girls, which includes sections for home economics (two years), commerce (three years) and telegraphy (one year). In certain schools (*colegios*), courses in mechanics and carpentry have been introduced and workshops have been opened. Private schools in various places also give industrial and domestic courses.

The National Institute of Agriculture, which is attached to the Ministry of Agriculture, Trade and Industry, provides three years of instruction after the completion of primary schooling.

The school of nursing provides three years of instruction. To be eligible for admission, pupils must have had four years' secondary education and be between 17 and 25 years old.

Higher Education

The University of Panama is administratively and financially independent. It possesses the following faculties: medicine; law and political science; science; public administration and commerce; engineering, physics and mathematics; philosophy, literature and education.

Teacher Training

The Juan Demóstenes Arosemena teacher-training school is at present the only establishment that trains men and women teachers for primary schools. The studies consist of two cycles, each lasting for three years. The first cycle gives a general education of secondary school standard. The second cycle is of a professional character. The subjects for the sixth year, for instance, are as follows: contemporary education and its history; the organization of school work; methodological problems; the preparation and utilization of teaching materials; public hygiene and first-aid; agriculture; teaching practice. The pupils can also follow one of the following courses: kindergarten; industrial arts; home economics.

Decree No. 1969 of 6 January 1948 established an institute for summer training courses (Instituto de Verano), attached to the Juan Demóstenes Arosemena teacher-training school. The purpose of this institute is to train non-certificated teachers who have completed at least the first cycle of secondary studies.

The School of Education of the University of Panama trains secondary school teachers.

STATUS OF TEACHERS

For salary purposes, secondary school teachers are classified in three categories: (a) those who hold a university teachers' diploma or its equivalent; (b) those who hold a university degree; (c) those who do not hold a university degree. Teachers who discharge their duties satisfactorily are entitled every two years to an increase in salary, varying according to the category to which they belong.

With regard to primary teachers, their appointment, transfer or promotion depends on their own merits; a promotion list has been drawn up. The basic salary of certificated teachers varies according to whether they do or do not hold a university teachers' diploma. They receive an increase in salary every four years, all primary school teachers being entitled to this increase.

The law guarantees security of tenure to primary and secondary school teachers, provided that their work and conduct are satisfactory. After 28 years of service, primary and secondary school teachers and also members of the school administration can be placed on the superannuation list, with a monthly pension equal to the salary they received when they were in active employment.

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1. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	1	...	...	105	38
Kindergartens, private	...	...	...	1 945	1 021
Primary					
Public schools	877	1 3 208	2 676	103 932	50 243
Private schools	73	207	153	6 127	3 190
Secondary					
<i>Public</i>					
Secondary schools	17	615	309	8 558	4 241
Commercial schools				413	209
Vocational schools				3 626	1 167
Teacher-training school				744	573
Other schools ¹	4	62	32	1 381	967
<i>Private</i>					
Secondary schools	59	278	169	638	141
Commercial schools				3 036	2 314
Vocational schools				1 573	1 355
Higher					
University	1	86	13	1 688	776
Special					
Special schools	...	...	...	1 318	967

Source. Panamá. Dirección de Estadística y Censo. Estadística panameña, Vol. 2, No. 2, Feb. 1952, Panamá.

Note. Figures in this table are monthly averages.

1. Excluding 230 instructors for special subjects.

2. Including the National Conservatory of Music, the National School of Painting, the National School of Dancing, and the vocational school for adults.

2. HIGHER EDUCATION, 1950

Faculty	Students	
	Total	F.
Total¹	1 682	776
Arts (including philosophy and education)	471	331
Law and political science	122	4
Science	114	53
Medicine	170	38
Agriculture	247	6
Commerce (including public administration)	564	344

Source. Panamá. Dirección de Estadística y Censo. Panamá.

1. Total enrolment in September 1950.

3. PUBLIC EXPENDITURE ON EDUCATION, 1951
(in balboas)

Item	Amount
Total	8 126 300
Administration, inspection	267 900
Pre-school education	6 400
Elementary	4 034 900
Secondary education	
General	1 457 900
Vocational	277 400
Teacher training	194 000
Higher	586 600
Post-school and adult education	50 900
Special	6 400
Subventions to private education	20 400
Other expenditure	1 223 500

Source. Panamá. Dirección de Estadística y Censo. Panamá.

Note. Rate of exchange in 1951: 1 balboa = 1 U.S. dollar.

PARAGUAY

Total population (1951 midyear estimate): 1,425,000.
Total area: 407,000 square kilometres; 157,000 square miles.
Population density: 4 per square kilometre; 9 per square mile.
Population within school age limits (1950 census, age group 6-15): 335,245.
Total enrolment (1950): 195,607 in primary schools.
Enrolment of girls as percentage of total: 46 per cent in primary schools.
Pupil-teacher ratio: 33 in primary schools.

LEGAL BASIS

The Constitution of 10 July 1940 contains the following articles relating to education:

Article 10. Primary education shall be compulsory and free of charge. The government shall encourage secondary, vocational and university education.

Article 11. The safeguarding of public health, the organization of social welfare services, and the moral, intellectual and physical education of young people, are fundamental duties incumbent upon the State.

Statute No. 689 of 29 October 1924, relating to reform of primary education, contains three articles. Article 1 classifies the primary schools in three categories: lower (three years); middle (five years); and upper (six years). Article 2 modifies the Statute of 23 July 1909 concerning compulsory schooling: in the larger areas primary education is compulsory for children from 7 to 14 years and in the rest of the country from 9 to 14 years. Article 3 lays down the curriculum.

Ministerial Resolution No. 244 of 22 October 1946 contains the duties of the departmental school inspectors.

ADMINISTRATION

The Ministry of Education, assisted by the National Council of Education, is responsible for the administration and supervision of education.

On 8 September 1938 a Bill concerning private schools was approved by the National Council of Education. These schools must follow the official curricula, which lead to certificates and diplomas recognized by the State, and are controlled by inspectors appointed by the Ministry of Education.

ORGANIZATION

Primary Education

The lower primary schools are situated in rural areas and comprise more than 75 per cent of the total number of schools. The upper primary schools have the same curri-

lliteracy rate (1950 census, 7 years of age and over): *36 per cent.

Public expenditure on education: 22,705,294 guaranis.

Official exchange rate (basic official selling rate in 1950): 1 guarani = 0.3204 U.S. dollar.

Based on official sources, prepared in August 1953.

culum as the middle primary schools and have in addition a sixth year of complementary studies.

Primary schools are called unitary (*unitarias*), when they operate with a single teacher, and grouped (*agrupadas*) when there is a teacher in charge of each class.

There is also a type of school known as a rural technical school (*escuela técnica rural*). The purpose of such schools is to improve the social, economic and cultural circumstances of the rural population and to cultivate a knowledge and love of the soil and of country life.

Secondary Education

The curriculum of the national secondary schools (*colegios nacionales*) is contained in Presidential Decree No. 271 of 11 March 1940. The curriculum, spread over six years, covers the following subjects: Spanish; Latin; Greek and Latin roots; mathematics (arithmetic, algebra, geometry, trigonometry); history and national geography; universal history; general geography; cosmography; natural science; hygiene; French and English; physics; chemistry; elementary law and civics; political economy; logic; psychology; ethics; drawing and writing; physical training.

Vocational Education

Vocational schools for girls (three-year course after primary school) provide domestic science training and teach certain women's crafts. The vocational school for boys (*escuela técnica vocacional*) is at Asunción. It has a three-year course at the secondary level and trains students as workmen (mechanicians, carpenters, plumbers, etc.). The technical industrial school (*escuela de técnicos industriales*), in the same city, is an evening school for workers employed during the day. The course lasts five years. The national commercial schools (*escuelas nacionales de comercio*) provide a six-year course after the upper primary school and train accountants.

Agricultural education is under the Ministry of Agriculture. The regional agricultural schools (*escuelas agrícolas regionales*) offer a two-year theoretical and practical course after the fourth year of primary school. The National College of Agronomy (Colegio Nacional de Agronomía) has a six-year course at secondary school level.

Higher Education

The National University of Paraguay has the following faculties: law and social sciences, medicine, physics and mathematics, economics, dentistry, chemistry and pharmacy.

The Escuela Polivalente de Visitadoras del Paraguay admits holders of the secondary school-leaving certificate or a primary teachers' diploma and trains social welfare workers (three-year course), midwives (three-year course), female nurses (three-year course) and female dieticians (two-year course).

The Higher School of Philosophy, Science and Education (Escuela Superior de Filosofía, Ciencias y Educación),

coming under the authority of the Ministry of Education, trains secondary school teachers and teachers for teacher-training schools; its curriculum covers the following subjects: philosophy and letters, physics and mathematics, natural science, social science and education.

Teacher Training

The certificate of primary school teacher (*maestro*) is awarded after four years' studies at secondary level. To obtain a certificate as a secondary school teacher (*profesor*) candidates must take an additional three-year course of study.

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1. HIGHER EDUCATION, 1950

Faculty	Number of faculties	Students
All faculties	7	1 651
Law (including social science)	1	397
Medicine	1	510
Philosophy	1	106
Physical sciences and mathematics	1	90
Chemistry (including pharmacy)	1	208
Economics	1	269
Dentistry	1	71

Source. Paraguay. Dirección Nacional de Estadística. Asunción.

2. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers	Pupils	
			Total	F.
Primary				
Primary schools, public	1 477	5 987	195 607	89 922
Primary schools, private				
Secondary				
General				
Secondary schools, public (1947)	2	178	1 229	...
Secondary schools, private (1947)	3	328	1 864	...
Vocational				
Commercial schools (1947)	...	260	3 452	...
Vocational schools (1947)	116	...	1 721	...
Teacher training				
Teacher-training schools, public (1947)	...	...	591	...
Higher				
Universities ¹	1	235	1 651	...

Source. Paraguay. Dirección Nacional de Estadística. Asunción.

1. Excluding school of midwifery.

Total population (1951 midyear estimate): 8,558,000.
Total area: 1,249,000 square kilometres; 482,000 square miles.
Population density: 7 per square kilometre; 18 per square mile.

LEGAL BASIS

Public education is governed by Law No. 9,359 of 1 April 1941 (*Ley Orgánica de Educación Pública*), covering every aspect of education—administration and inspection, organization of all grades of public and private schools, status and pay of teachers, administration of school property and funds, etc. As certain provisions in the law have been amended, supplemented or repealed by later legislation, the promulgation of a new law is being considered.

Legislation relating to education is set forth either in 'high decrees' (*decretos supremos*) or in 'resolutions' of the Ministry or the Directorate.

A National Education Plan, to be carried out over a period of 10 years, was approved by a high decree dated 13 January 1950.

Resolutions No. 1,508 of 28 November 1950 and No. 515 of 26 April 1951 set forth the regulations concerning secondary education and technical secondary education respectively.

ADMINISTRATION

The Ministry of Education directs and supervises public education. The President of the Republic appoints the Minister of Education and the directors-general in the Ministry, the regional directors and various other administrative officials. The Minister is responsible for ensuring that progress is made in education and that the relevant laws, decrees, regulations and resolutions are applied. In consultation with the directors, he also appoints teachers and administrative officials, awards scholarships, etc.

The National Council for Education is an advisory and policy-framing body, under the chairmanship of the Minister of Education. In 1950, it also included five members of the staff of universities and higher educational establishments, and the Principal of the Peruvian School of Social Service.

The administrative and educational directors, the directors of the various grades and branches of education (secondary and higher, primary, teachers' training, technical, artistic and general adult education), the regional directors, inspectors (*visitadores*), principals of national colleges, institutes of technology and fine art, and provincial school inspectors are also responsible for part of the administrative work.

Private schools. The Ministry of Education supervises private schools through a special corps of inspectors.

Based on official published sources, prepared in June 1953.

Curricula and syllabuses are the same as in the public schools and the diplomas awarded are officially recognized. The State encourages the setting up of private schools, which make its work of education easier and enable the benefits of education to be extended to a large section of the population.

School building. Specialists employed in the School Architecture Division of the Ministry have worked out various specimen plans for schools, having regard to the special features of each of the three regions making up the country: the *costa* (the narrow coastal strip, in the west), the *sierra* (the mountainous region of the Andes), and the *montaña* (plateaux and tropical forests, in the east). The government is building schools under the 10-year National Education Plan and is also providing grants-in-aid to assist building programmes launched with direct contributions from the people.

ORGANIZATION

Pre-school Education

The purpose of this type of education is to guide and develop the child's natural activities, to protect his health, to promote the acquisition of good habits, to make him self-reliant, to develop his sense of beauty and his means of self-expression, to stimulate a co-operative spirit and to develop his moral and religious feelings.¹

There are two types of pre-school: kindergartens, with a two-year course, and 'transition classes'. The latter are compulsory infant classes for children of 6 to 7, carrying them over from pre-school education to the primary school. These infant classes may be operated in kindergartens or in ordinary primary schools. In the first case, they are regarded as the last stage in pre-school education; in the second, as the foundation for primary education. Children are taught to read and write and to do simple arithmetic, and the educational activities of the kindergarten are continued.

Primary Education

The general aims set forth in the plans and syllabuses mentioned above are: to give the child an elementary

1. Ministerio de Educación Pública. *Planes y Programas para la Educación infantil, las Clases de Transición y la Educación Primaria Común*, 1947.

general education and to awaken in him a liking for country life and an interest in industry; to foster his physical development and protect his health; to encourage unselfishness and a co-operative spirit; to help him develop good habits (punctuality, truthfulness and perseverance) and to foster a liking for work, initiative and self-confidence, etc.; to strengthen the child's patriotism, with emphasis on social and international peace; and to develop his religious feelings.

There are two forms of primary school, urban and rural.

Urban primary schools are themselves divided into two types: elementary or 'first grade' (*primer grado*) schools with a three-year course, which are lower primary schools (for boys, girls, or co-educational), concentrating on character training and instruction in branches of knowledge and activities relating to the environment of the children concerned; and 'second grade' (*segundo grado*) or full primary schools, with a five-year course. These may be subdivided into ordinary (leading to general secondary education) and 'pre-vocational' urban schools, in which, during the last two years, efforts are made to discover the pupils' vocational aptitudes by workshop training. The pupils are then directed, according to their interests and capabilities, into either vocational or general secondary schools.

Rural primary schools are divided into 'first grade' schools (themselves classified as full elementary schools, *de grado completo*, with a four-year course, and lower or 'minimum' schools, with a two-year course); and full or 'second grade' rural schools, with a five-year course; these include ordinary rural schools and pre-vocational rural schools, equipped with a garden and patch of ground for practical agricultural work.

In rural areas certain new forms of school organization are being developed to suit the special needs of the communities, and these are known as 'co-ordinated school units'. They include: the rural nuclear schools (*nucleos escolares campesinos*), each consisting of a central school with a five-year course, and about twenty *escuelas seccionales*, or subsidiary schools, distributed within a radius of some kilometres from the centre; and central community schools (*escuelas rurales de concentración de comunidades*), designed to serve large areas inhabited by scattered Indian communities. These schools are situated in the valleys, whose

geographical situation makes them natural meeting-places for the school population.

Secondary Education

The general aims of secondary education, as set forth in the regulations regarding secondary education (Resolution No. 1,508 of 28 November 1950), are as follows: first and foremost, to provide training, to develop the intellectual, physical and vocational energies of the adolescent, in accordance with his natural and intellectual aptitudes; to ensure that scientific, literary and historical truth are always observed in education; to prosecute the task of education in a constructive spirit and in an atmosphere of honesty and co-operation; to maintain the rules of Christian morality and foster national and patriotic sentiments without prejudice to the ideal of universal peace and concord.

There are the following types of secondary school: general secondary schools with a five-year course (the latest plans and syllabuses for these schools were approved in 1951), technical secondary schools with a five-year course (see under 'Vocational Education' below—the courses of study in these schools have the same academic and legal standing as those provided in the ordinary secondary schools); and the military college, with a five-year course, following upon the full primary school course. This course qualifies for admission to the military institutes.

Vocational Education

Under the regulations set forth in Resolution No. 515 of 26 April 1951, the object of vocational education is to discover the capabilities and aptitudes of pupils so that they can be given guidance and training to qualify them for work in agriculture, industry and commerce. It comprises four stages:

1. Pre-vocational, during the last two years at primary school, designed to investigate and discover the natural aptitudes of the pupils by giving them opportunities to show what they can do in practical work at the bench or in the garden.
2. Vocational, during the first two years of technical secondary education, enabling the pupils to acquire basic knowledge in the different branches of activity;

GLOSSARY

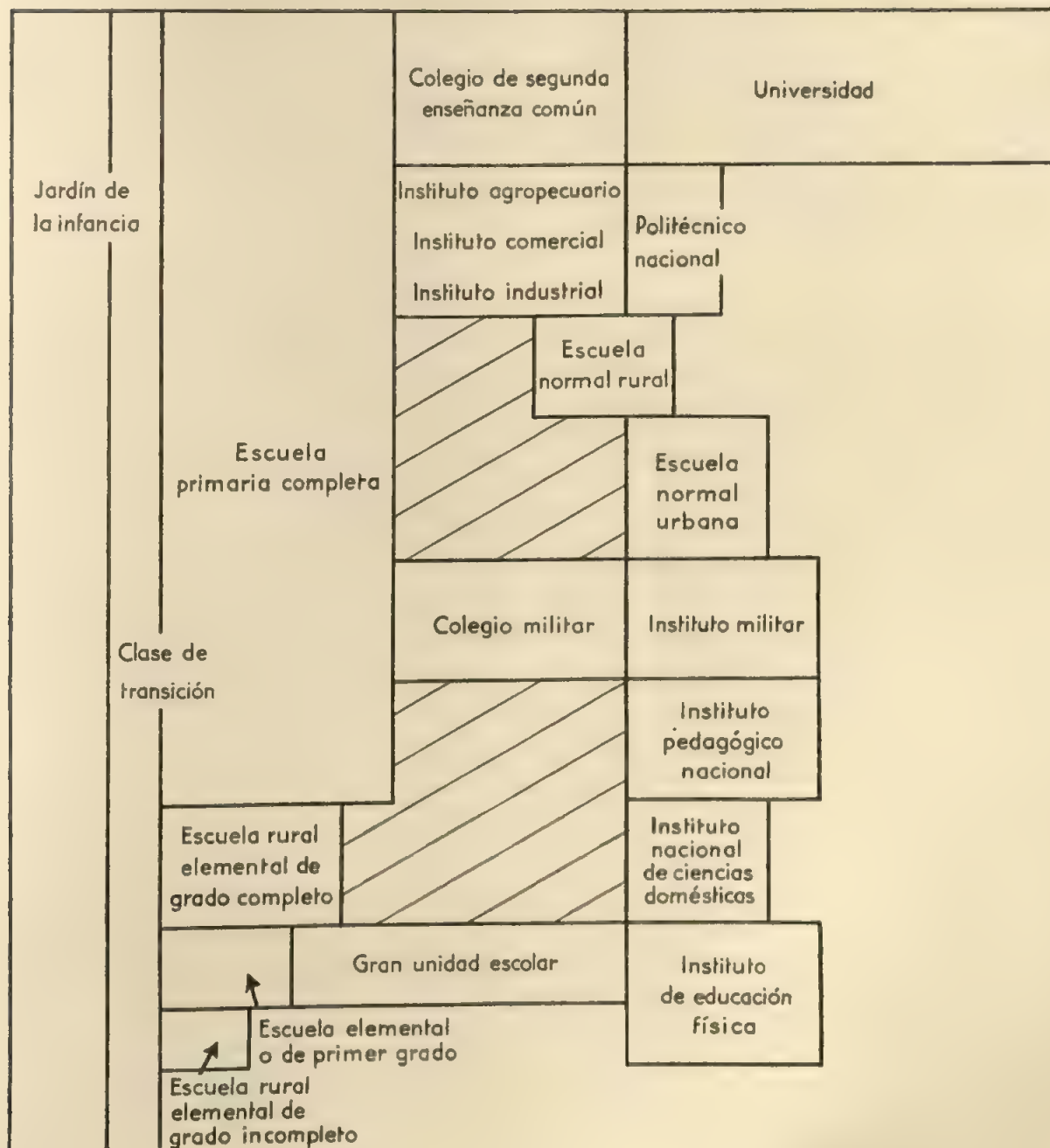
clase de transición: a class forming the transition between pre-school and primary education, and attached either to kindergartens or to primary schools.
Colegio militar: vocational secondary school of military studies.
colegio de segunda enseñanza común: general secondary school.
escuela elemental o de primer grado: lower urban primary school.
escuela normal rural: rural teacher-training school.
escuela normal urbana: urban teacher-training school.

escuela primaria completa: complete primary school, urban or rural.
escuela rural elemental de grado completo: rural primary school.
escuela rural elemental de grado incompleto o tipo mínimo: lower rural primary school.
gran unidad escolar: combined upper primary and vocational secondary school with curriculum appropriate to locality.
Instituto agropecuario: vocational secondary school of agriculture.
Instituto comercial: vocational secondary school of commerce.

Instituto de educación física: college of physical education.
Instituto industrial: vocational secondary school for industrial occupations.
Instituto militar: military college.
Instituto nacional de ciencias domésticas: specialized teacher-training college in home economics.
Instituto pedagógico nacional: teacher-training college.
jardín de la infancia: pre-primary school.
Politécnico nacional: technical college.
Universidad: university.

DIAGRAM

4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
 ↓



these courses lead to a certificate of ability (*certificado de competencia*) in the special subject studied.

3. Technical, during the last three years of technical secondary education, when special training is provided. These courses qualify for admission to the National College of Technology (Politécnico Nacional) or to certain institutes of higher education and certain university departments. A technician's diploma (in the special subject studied) is awarded on completion of the course.
4. Higher or senior technical, corresponding to the level of instruction provided in higher educational establishments. During this stage, the knowledge acquired during the previous stages is widened and deepened and qualified students are trained to take up managerial positions in agriculture, industry, commerce and technical education. There are senior colleges of commerce, industry and agriculture. The José Prado National College of Technology is a higher educational establishment providing a two-year course.

Higher Education

The higher educational establishments include five universities—at Lima (where there are two, one of which is Catholic), Arequipa, Cuzco and Trujillo—and the specialized colleges. The latter include: the National College of Engineering; the National College of Agriculture and Veterinary Science; the Military Institutes (with four-year courses, following on from the Military College); Army College, Naval College, Air College and Police College, whose graduates take the rank of sub-lieutenant; and the Military Staff College, with a two-year course, to which officers holding at least the rank of captain are admitted.

Other Institutions

Experimental work is conducted in experimental institutes, where modern teaching methods and processes are tried out; experimental schools (e.g. the experimental school for the Peruvian method of teaching reading, the experimental school for illiterate adults, etc.) and the *grandes unidades escolares* (multilateral all-age schools).

The National Education Plan provides for the establishment of these *grandes unidades escolares* in the capitals of the departments and of some of the provinces. The courses at these schools combine the final two years of primary education, secondary education, and the various branches of technical education suited to the characteristics and needs of each region. The total area covered by each of these schools must be not less than five hectares, including workshops, a sports ground, a swimming bath, a school shop, living accommodation for the teachers, a medical service, etc.

Provision for the special education of the abnormal is made in special institutions (e.g. for handicapped 'difficult' children, etc.), open-air schools (*escuelas climáticas*) for children who are underdeveloped physically, and holiday camps.

ADULT EDUCATION

Primary schools, teacher-training schools and colleges and technical schools are undertaking literacy campaigns and general adult education work in their respective fields.

EDUCATION AND STATUS OF TEACHERS

Teachers are trained in the following types of establishment: rural teacher-training schools, with a three-year course following three years of secondary education (training teachers for rural primary schools); urban teacher-training colleges, with a three-year course (training teachers for urban primary schools), which recruit students by an entrance examination on completion of the five-year secondary course; the Institute of Physical Education, with a four-year course; the National Institute of Domestic Economy, with a three-year course; the National Institutes of Education, with a four-year course, for secondary school teachers; and in certain universities, the Faculty of Education, with a four-year course, where secondary teachers may also be trained. There is also the National Institute of Educational Psychology, a research and experimental institute which may, in certain cases, make the teachers' work easier.

Teachers are appointed according to the needs of the service and the abilities of candidates. Both merit and seniority are taken into account for purposes of promotion. Contracts can be broken only in cases of disability rendering the teacher unfitted for his work; immorality; activity in party politics; absence from his post, without due reason, for a period of at least 14 days.

Teachers are entitled by law to a pension and retirement benefits. The pension is proportional to length of service (one-thirtieth of the annual salary for each year of service). In addition, teachers receive a 5 per cent increase in their base salary for each period of five years in service, a 20 per cent allowance calculated on the first 400 soles of the base salary, and family allowances for the third child and subsequent children. They retire at the age of 65 or after 35 years' service.

Secondary school teachers have a special status.

SCHOOL WELFARE SERVICES

The school health service has its own headquarters, doctors and nurses and two mobile X-ray units (*unidades móviles*). This service is responsible for supervising the health of the schoolchildren in the capital, for whom individual cards are kept. It selects children in need of care at the open-air schools and holiday camps. It is proposed that the service's work shall be extended to the provinces.

There are school meals centres throughout the country. Military training corps have been organized, with three objects in view: to inculcate a sense of discipline, based on the idea of duty and mutual consideration; to provide training in leadership; and to provide infantry training.

TRENDS AND PROBLEMS

A sum of 370,000,000 soles has been set aside for the National Education Plan, to finance some of the following projects over the next 10 years:

1. Reduction of the percentage of adult and child illiterates (at present 54 per cent of the population).
2. Teaching of Spanish to 3,171,000 Indians (45 per cent of the population) who speak Quechua or Aymara.
3. Further training, or replacement, of 8,053 uncertificated primary teachers (about 41.23 per cent of primary teachers).
4. Refresher courses for graduate teachers from training colleges, or other certificated teachers who have not been through a training college and who, after several years' service, need to be brought up to date with educational advances.

5. Geographical redistribution of many schools set up without the necessary regard to geographical and social needs.
6. Reduction of the percentage of children leaving school before the statutory age. As matters now stand, only 20 per cent of the children enrolled in the transition class (aged 6 to 7) complete the lower primary course, and 10 per cent the full primary course.
7. Opening of new schools of various standards.
8. Development of the school health services.
9. Erection of school buildings and provision of school equipment needed for teaching.
10. Reform of the traditional type of teaching, by progressive and realistic adaptation to the needs and tastes of children, in relation to their age and background.

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1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	120	387	...	16 662	...
Kindergartens, private	5	7	...	410	...
Primary					
<i>Public</i>					
Lower primary and primary schools	9 413	19 280	...	821 530	*320 000
Rural primary and pre-vocational schools	57	395	...	16 937	...
Evening primary schools	176	455	...	20 856	...
Primary sections of secondary schools	47	180	...	7 968	...
Primary sections of teacher-training schools	9	74	...	2 272	...
Primary sections of industrial schools	27	73	...	2 484	...
<i>Private</i>					
Primary schools	522	1 612	...	57 054	...
Primary sections of secondary schools	132	1 029	...	37 700	...
Recognized primary schools	592	976	...	47 706	...
Secondary					
<i>General</i>					
Secondary schools, public	100	2 275	610	40 811	*12 000
Secondary schools, private	143	2 023	...	22 687	...
<i>Vocational</i>					
Industrial schools	61	985	...	10 134	3 671
Agricultural schools	20	131	...	1 205	...
Commercial schools	25	391	...	3 159	1 223
Vocational schools, private	49	176	...	1 558	...
Teacher training					
Higher					
Universities and higher schools	...	...	...	13 162	3 203
Special					
Schools for abnormal children and experimental institutes	16	147	...	3 657	...

Source. Perú. Dirección Nacional de Estadística. *Boletín de Estadística Peruana*. Lima, 1952.

2. HIGHER EDUCATION, 1951

Field	Number of faculties	Number of students enrolled		Field	Number of faculties	Number of students enrolled	
		Total	F.			Total	F.
Total	32	13 162	3 203	Medicine			
Arts	5	1 793	616	School of obstetrics	1	2 692	192
Education	4	912	545	Chemistry	1	439	439
Law	5	1 539	123	Veterinary science	1	355	58
Political economy and commerce	3	4 383	218	Engineering	1	112	1
Science	4	2 296	986	Schools of Commerce	1	118	3
Dentistry	1	549	57	School of Journalism	2	388	78
Pharmacy and biological chemistry	1	434	314	School of Journalism	1	122	43
				Women's Institute for Higher Studies	1	30	30

Source. Perú. Dirección Nacional de Estadística. *Boletín de Estadística Peruana*. Lima, 1952.

PHILIPPINES

Total population (October 1952): 20,742,911.
Total area: 299,000 square kilometres; 115,000 square miles.
Population density: 69 per square kilometre; 180 per square mile.
Population, within compulsory school age limits (ages 7-10 inclusive, October 1952 estimate): 2,585,847.
Total enrolment, within compulsory school age limits (August 1952): 2,551,360 (excluding pupils in private schools).
Enrolment of girls as percentage of total: 47 per cent.
Pupil-teacher ratio in public schools only: primary schools, 49; intermediate schools, 30; secondary schools, 28; collegiate schools, 23.
Illiteracy rate (1948 census, 10 years of age and over): 39 per cent.

LEGAL BASIS

The most important legal basis of Philippine education is found in Article XIV, Section 5, of the Constitution of the Republic, which reads: 'All educational institutions shall be under the supervision of and subject to regulation by the State. The government shall establish and maintain a complete and adequate system of public education, and shall provide at least free public primary instruction, and citizenship training to adult citizens. All schools shall aim to develop moral character, personal discipline, civic conscience, and vocational efficiency and to teach the duties of citizenship. Optional religious instruction shall be maintained in the public schools as now authorized by law. Universities established by the State shall enjoy academic freedom. The State shall create scholarships in arts, science, and letters for specially gifted citizens.'

Other legal bases may be found in a series of legislative Acts, the first and most important of which was Act No. 74 of the Philippine Commission (21 January 1901), now incorporated in the Revised Administrative Code of the Philippines. This Act laid the foundations of the Philippine public school system and made English the language of instruction. Act No. 3,377 (Vocational Education Act of 1927) of the Philippine Legislature, as amended by Act No. 3,740 and Republic Acts Nos. 175 (20 June 1947) and 364 (9 June 1949) and the other Acts, laid the basis for vocational education in the public schools and made provision for its support.

In 1940, Commonwealth Act No. 586 permitted the shortening of the elementary curriculum to six years and nationalized the support of elementary schools, except intermediate classes in chartered cities. The University of the Philippines is governed by a charter first embodied in Act No. 1,870 of the First Philippine Legislature, enacted in 1908 and since amended by a series of legislative enactments. In 1917, by Act 2,706 of the Philippine Legislature, private schools were placed under the control and supervision of the Secretary of Public Instruction (now Education).

National income (1950): 4,668 million pesos.
Public expenditure on education (1950/51): 140,230,308 pesos (national government expenditure only. Provincial and municipal expenditure not included).
Cost per pupil in average daily attendance in public schools: in cities: primary, 41.72 pesos; intermediate, 64.13 pesos; in provinces: primary, 33.30 pesos; intermediate, 48.68 pesos.

Official exchange rate: 2 pesos = 1 U.S. dollar.

Revised by the Department of Foreign Affairs, Manila, in February 1953.

ADMINISTRATION

Administrative Organization and Supervision

The administration and supervision of the Philippine public school system are entrusted to the General Office and the field superintendents of the Bureau of Public Schools. In general, this highly centralized system follows the pattern of the line-and-staff type of organization. At the head of the bureau is the directorate, which is one of great responsibility and influence. Assisting the directorate in the General Office are the administrative officer, the promotional staff consisting of six divisions, and the administrative staff consisting of four divisions. A number of General Office supervisors at various levels and with special subjects supervise schools in the provinces and cities in the name of the Director of Public Schools.

Directly responsible to the directorate in the administration and supervision of schools in their respective provinces and cities are division or city superintendents, each of whom is assisted by a staff of division supervisors and clerks. In each school division there are secondary schools, administered and supervised by principals; elementary school districts, administered and supervised by district supervisors or supervising principals; and in some cases, a four-year normal school at the college level under the charge of a principal. Each district consists of one or more municipalities, each having a central school and big *barrio* schools,¹ run by elementary-school principals, and small rural schools supervised by the district supervisors.

There are some special schools for teacher education and for technical and agricultural education, which are run by school superintendents for the Director of Public Schools.

The Vocational Education Division in the General Office has superintendents of agricultural instruction, of arts and trades, supervisors of vocational and elementary agriculture, of trade and industrial education, and of home economics, charged with the duties of advising the Director

1. A village or settlement.

of Public Schools in matters relating to the administration, supervision, and financing of vocational schools. They also supervise vocational schools, general vocational courses in the high schools, and pre-vocational activities in the elementary grades, making recommendations to local superintendents of vocational schools and to division superintendents of schools for the improvement of this instruction.

National regional schools of agriculture and of arts and trades are directly administered by a superintendent with the assistance of a principal whose main duty is to supervise instruction and co-ordinate various phases of practical work. The Philippine School of Commerce, which has recently been converted into a separate college by a legislative Act of Congress, was the only school of its kind under the Bureau of Public Schools. It is now administered and supervised by a president with the assistance of a registrar.

Provincial agricultural and trade schools are directly administered by a principal, who is responsible to the division superintendent of schools.

The University of the Philippines, the Philippine Normal College, the Central Luzon Agricultural College and the Philippine College of Commerce are administratively separate from the public school system. The University of the Philippines is governed by a Board of Regents, whose *ex officio* chairman is the Secretary of Education. The University Council under the president of the university is composed of instructional personnel with at least the rank of assistant professor, and acts on matters relating to curricula, discipline, standards, etc. The governing body of each of the above colleges is a Board of Trustees, presided over *ex officio* by the Secretary of Education.

Finance

The national government usually spends about one-third of its total income for the support of public education—second in amount only to that appropriated for the armed forces of the Philippines.

In accordance with the provisions of Commonwealth Act No. 586, otherwise known as the Educational Act of 1940, public elementary education (primary and intermediate instruction) is supported by the national government, with the exception of intermediate classes in chartered cities. This commenced with the school year 1940/41. Previously, the national government supported only public primary education, while intermediate education was borne by the respective municipalities and chartered cities.

For the proper financing of public elementary education, certain percentages of taxes accruing to the national government are earmarked for this purpose as provided in Section 8 of Commonwealth Act No. 586.

Public secondary education in the Philippines is more or less maintained and operated on a self-supporting basis. This means that tuition fees are collected from the students for the purpose of financing secondary education. In some instances the local governments (provinces, cities, and municipalities) extend annual aid for the support of their secondary schools. Tuition fees range from 15 to 120 pesos per school year. Schools that are entirely self-supporting naturally charge higher tuition fees than others.

For the support and maintenance of national regional

schools of agriculture and schools of arts and trades, such as the Philippine School of Arts and Trades, Cebu School of Arts and Trades, and Iloilo School of Arts and Trades, the national government appropriates yearly funds by legislative enactment. The Philippine Normal College, the Central Luzon Agricultural College, the Philippine College of Commerce and the Pangasinan Normal School are also supported in this manner. The provincial agricultural and trade schools are financed partly by national funds and partly from provincial allotments.

The following schools above the secondary level are supported by both the national government and the provincial governments: Albay Normal School, Cebu Normal School, Ilocos Norte Normal School, Iloilo Normal School, Leyte Normal School and Zamboanga Normal School.

The University of the Philippines is financed from national funds appropriated annually by Congress, income from land grants, and tuition and other fees.

The Bureau of Private Schools, a government entity, is supported partly by government funds appropriated by the Congress of the Philippines and partly from the 1 per cent tax collected from the gross receipts of private schools, colleges and universities, as provided by Republic Act No. 74. Private institutions are financed largely from the tuition and matriculation fees collected from students.

School Buildings, Equipment and Supplies

One of the biggest problems confronting the Bureau of Public Schools in the Philippines is the provision and maintenance of adequate school buildings. The problem of school construction resolves itself into one of securing permanent buildings suitable for school purposes at a minimum cost. The unit system of construction which has been adopted by the Bureau of Public Schools is the result of a continuous effort on the part of the bureau to meet the present situation and to provide for future growth.

A constructional unit is a classroom 7 by 9 metres. These dimensions were determined by careful consideration of the distance at which a normal child can read or hear and understand words spoken in an ordinary tone of voice. The chief advantage of a unit system of construction, however, is that it enables additions to be made to the original structure without destroying the symmetry of general design. The average cost per unit of a concrete building is 5,000 pesos and that of a wooden building is 2,500 pesos.

The advantage of flexibility of construction is obvious in all cases where funds are insufficient to furnish buildings which would fully meet the needs of the schools. Additional units in such cases may be constructed as soon as funds are provided, until the entire building has grown in dimensions to conform with the needs and future growth of the school.

The general architecture of the Philippine public school buildings is adapted to climatic conditions and availability of materials. There are two types of school buildings—standard and special. Either type may be constructed of concrete or of wood. Concrete buildings are considered 'permanent', while wooden buildings are referred to as 'semi-permanent'. The standard types are buildings constructed in accordance with plans and specifications

prepared by the Bureau of Public Schools. The special types are constructed on plans prepared for a particular site.

Conforming to standards as to the dimensions of rooms, buildings are sometimes constructed of light materials, such as soft wood, bamboo, and nipa. These are known as 'temporary' schoolhouses. This type is built to solve the problem of accommodation when there is a sudden increase of enrolment or when typhoons have damaged the semi-permanent public school buildings.

Data on public school buildings in 1940 show that there were at the end of that year 8,475 permanent and semi-permanent academic school buildings, 869 home economics buildings, 656 trade and shop buildings, and 895 other semi-permanent buildings. The total value of these buildings was estimated at 72,804,752 pesos. Funds for the construction of those buildings were provided from national aid, from municipal or provincial funds, or from voluntary contributions.

Although more than 10,000 permanent and semi-permanent public school buildings were in existence in 1940, yet 36 per cent of the classes were housed in temporary, rented or borrowed buildings. These figures show that, even before the last world war, school accommodation in the Philippine public schools was inadequate.

The situation became critical after the liberation, since approximately 85 per cent of the school buildings had been destroyed during the war. In order to accommodate schoolchildren enrolled in the public schools, the school officials in co-operation with parent-teacher associations and municipal or provincial officials have striven either to repair or reconstruct permanent or semi-permanent damaged school buildings or to erect temporary buildings with funds made available from the national, provincial or municipal appropriations and from voluntary contributions. During times of real need, parent-teacher associations all over the country have appreciably helped their respective public schools in providing sites and buildings, equipment and supplies, and other school facilities.

Records show that up to 18 January 1950, the sum of 43,470,875 pesos was awarded by the Philippine-American War Damage Commission to rehabilitate public elementary school buildings and the sum of 8,627,025 pesos was awarded towards repairing or reconstructing secondary schools.

ORGANIZATION

Elementary education. Elementary education consists of six years—four years primary and two years intermediate. Instruction starts in the lowest primary grade for children 7 or 8 years old. Completion of the four-year primary curriculum is compulsory for children desiring admittance to public elementary schools.

Secondary education. Schools concerned with secondary education are the general high schools, secondary trade schools, agricultural high schools, rural high schools, and national agricultural schools. All types offer four-year curricula and admit only elementary school graduates.

Secondary trade school also offer a two-year curriculum with short-term courses. National agricultural schools also admit high school graduates to courses above the secondary level.

Vocational education. Two-year curricula are offered in the national schools of arts and trades and in the national agricultural schools. The regional normal schools have recently been converted into colleges offering a four-year curriculum. Entrance to teacher-training institutions and to the teachers' course in technical schools is limited to high school graduates who belong to the upper 25 or 50 per cent of their classes, and who pass an interview and a competitive entrance test administered throughout the country.

Higher education. Higher education is given in the University of the Philippines, which consists of the following colleges and schools: College of Agriculture, College of Business Administration, College of Dentistry, College of Education, College of Engineering, College of Law, College of Liberal Arts, College of Medicine, College of Nursing, College of Pharmacy, College of Veterinary Medicine, Graduate School, School of Fine Arts, School of Forestry, Institute of Hygiene, and Conservatory of Music. The professional courses in medicine, law, education and business administration require preparatory courses of two years.¹ Graduate courses in the State University lead to the degrees of Master of Arts, Master of Science, Master of Arts in Education, Master of Public Health, Master of Education and Doctor of Philosophy.

Special school. The special school for handicapped children is the School for the Deaf-and-Dumb, which gives instruction from the elementary through the high school.

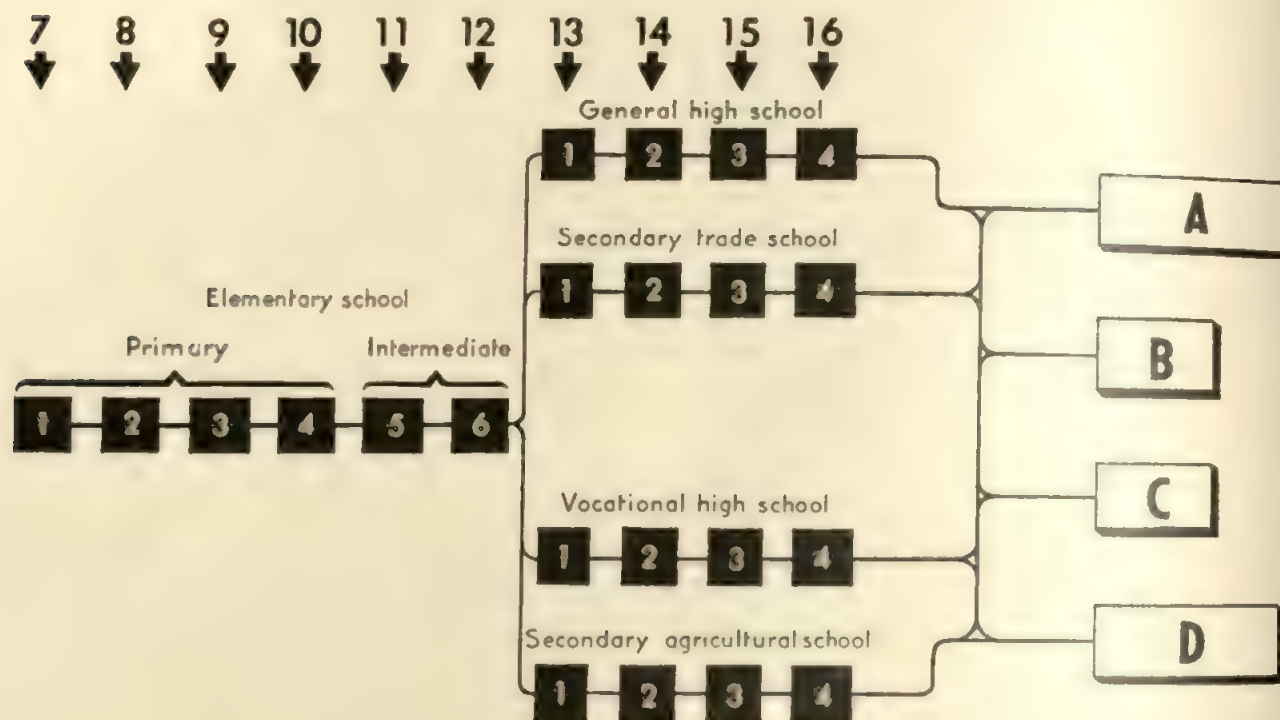
ADULT AND FUNDAMENTAL EDUCATION

The first step taken by the government to conduct adult education was in May 1908, when a law was passed, providing for the holding of civic educational lectures for adult citizens in *barrios* and in centres of population. Act No. 4,046, passed in 1933, provided for the holding of community assemblies under an Advisory Committee. In 1936 the Office of Adult Education was created by Commonwealth Act No. 80, with the duties of eradicating illiteracy and promoting citizenship and vocational training. In 1947 the Office of Adult Education was converted by Executive Order No. 94 into a division of the Bureau of Public Schools.

Adult education, as conducted in the Philippines, has two aspects: literacy instruction and vocational improvement. Literacy work is conducted in adult education classes by the 'each-one-teach-one' method. The teaching of adults to read and write emphasizes functional literacy,

1. The Conservatory of Music at the University offers three different courses of from five to nine years, the preparatory courses for which are from two to four years. Graduation from the secondary school is not a requirement for entrance to these preparatory courses.

DIAGRAM



GLOSSARY

elementary school: primary school.

general high school: secondary school with mainly general but partly vocational curriculum.

secondary agricultural school: vocational secondary school of agriculture.

secondary trade school: vocational training school for industry and trades.

vocational high school: vocational secondary school with multilateral course.

HIGHER EDUCATION

A. University of the Philippines.

B. Non-degree-granting colleges of agriculture, arts and trades, commerce

and teacher training, administered by Bureau of Public Schools.

C. Degree-granting public colleges.

D. Private universities and colleges.

which should enable the student to read and appreciate simple messages, write notes and short letters, and understand ordinary instruments of business and communication, such as paper money, billboard notices, trade marks, government announcements, news in vernacular papers, and similar daily and common information.

Following such a foundation, education for citizenship is carried on in adult education classes and community assemblies. Lectures and discussions conducted on health and sanitation, gardening and farming, home industries and crafts, rights and duties of citizens, and improvement of home conditions and community living. Audio-visual media are being developed and used as means of effective presentation of this programme.

Improved vocational and occupational teaching is generally carried out in connexion with the work of the regular public schools. Afternoon and evening classes offer adults short courses in homemaking, sewing, furniture making, carpentry, mechanics and other vocational courses.

The adult education programme is being geared to the improvement of economic and social conditions of the masses, but its progress is handicapped by lack of adequate financial provisions and facilities.

EDUCATION AND STATUS OF TEACHERS

Teacher Education

Completion of the first two years of the elementary teacher curriculum is considered to be the minimum professional qualification for appointment to an elementary teaching position up to the end of the school year 1953/54. Effective in the school year 1954/55, the minimum professional qualification will be graduation from the four-year elementary teacher curriculum, which came into effect in the public normal schools at the beginning of the school year 1952/53. Of the teachers already in the service, graduates

of the four-year elementary teacher curriculum are given preference in appointments and promotions over those who have finished only the two-year general normal school curriculum.

To be professionally qualified for secondary school teaching, teachers must be graduates of recognized four-year colleges of education or hold a bachelor's degree with at least 18 semester credits in education courses, and should have majored in a curriculum area which covers some subject or subjects in the high school curriculum.

Instructors of normal schools must have earned at least half of the units required for the master's degree in addition to graduation from a recognized four-year college of education.

Status

Teachers are classified as regular (or permanent), temporary, emergency or substitute. Regular teachers are those who meet the minimum educational qualifications and have qualified in an appropriate civil service examination (Junior Teacher Examination for elementary teachers, Junior Teacher or Senior Teacher Examination for secondary teachers, and Senior Teacher Examination for normal school instructors). Temporary teachers are those who, having the minimum educational qualifications, have not qualified in any of the above examinations. Emergency teachers are those who do not meet the minimum educational qualifications. Both temporary and emergency teachers may be replaced by better qualified applicants. Substitute teachers are relieved upon return of the regular incumbents.

The Secretary of Education is by law empowered to appoint all public school teachers and supervisory and administrative personnel, except those whose appointment is expressly vested by law in the President of the Philippines. However, division superintendents of schools, by authority of the Secretary of Education, may appoint teachers and supervisory and administrative personnel on the municipal, provincial and city rolls. All other teachers and school officials are appointed by the Secretary of Education, upon recommendation of the Director of Public Schools.

Teachers who do not possess the civil service eligibility required for teaching at their instructional level and whose efficiency ratings have been lower than 'above average' may not be promoted in rank or salary. The seniority rule is observed.

Teachers may be dismissed only for cause as provided by law and only after due investigation and after a decision for their dismissal has been rendered by the Commissioner of Civil Service.

The laws governing the retirement of public school teachers are Commonwealth Act No. 2,589, as amended, more commonly known as the Osmeña Retirement Act, and Republic Act No. 660. A teacher or school employee who has established his right to retirement may choose to retire under the first or the second law. Under the old law, he is entitled to a gratuity corresponding to one year of salary payable in 12 months at the highest rate of salary which he received while in the service of the

government. To qualify for this, he must have rendered at least six years of continuous, faithful and satisfactory service under regular and permanent status, and present proof of physical disability which renders it impossible for him to continue in service. Under the new law (Republic Act No. 660), a teacher has the option to retire upon completion of 30 years of total service and upon attainment of the age of 57 years. If he reaches the age of 65 and has rendered 15 years of service, he is automatically retired. Upon retirement, he is automatically entitled to a life annuity payable monthly for at least five years and thereafter as long as he lives.

SCHOOL WELFARE SERVICES

Health Services

School health education in the Bureau of Public Schools concerns chiefly the following: (a) the giving of instruction in health education; (b) the preparation of health teaching materials; (c) the selection and training of nurses for appointment as teacher-nurses; (d) the giving of first-aid to children suffering from physical ailments; and (e) co-operation with public and private health agencies in promoting public health as well as the health of school-children.

Health education in the elementary grades is not confined to a specific period for health instruction but is integrated with social studies and elementary science. In the secondary schools, health is taught two periods a week to girls and boys in the first and second years. Because of the legal requirements of preparatory military training, health is taught only once a week to third and fourth year boys. A three-unit semestral course in health is included in the curriculum for public normal schools.

Medical, dental and nursing services have been organized in all the schools as a phase of the school health programme. Physicians and dentists are provided by the Office of Medical and Dental Services under the Department of Health. This service is financed by an annual voluntary contribution of 50 centavos from each pupil. The nursing service is under the control of the Bureau of Public Schools.

Physical Education

A superintendent of physical education and four supervisors in the General Office conduct training institutes in provincial capitals for physical education teachers and supervise physical education in the schools through field visitations.

Physical education in the elementary schools is given for 20 minutes a day in the primary grades and 30 minutes in the intermediate grades. The classes may be held at the same time or may be spread over the day, each teacher taking charge of the physical education of the class. The exercises consist of simple games and dances and the teaching of fundamental skills in walking, running, jumping, skipping, etc.

In the high school, all girls and boys in the first and second years have physical education for 40 minutes three times a week and health education twice a week.

Boys in the third and fourth years are given two periods of pre-military training, two periods of physical education and one period of health education. One period of physical education may be used for scouting by boys and girls if there are enough registered boy scouts and girl scouts under a qualified scoutmaster. The programme of activities in secondary and normal schools includes mass athletic activities, group games, stunts, pyramid building, indoor games, specialized sports and competitive athletics.

Each year the Bureau of Public Schools holds a national interscholastic athletic meet, where the best school athletes throughout the country meet in friendly competition. This national festival includes not only competitive sports but also demonstrations of mass gymnastics, folk dances and group games.

Youth Groups

In keeping with modern trends and objectives, public education in the Philippines provides youth with training in democratic living. Side by side with the school, the home, the Church, and the community, youth organizations like the Boy Scouts of the Philippines, the Girl Scouts of the Philippines, the 4-H Clubs, the Campfire Girls, the Girl Reserves, and other local civic organizations of boys and girls, stress citizenship training and character building. These agencies function in close

co-operation with the schools in promoting healthful living and providing work experience to boys and girls. In practically every school and community in the Philippines, organized troops of boy scouts and girl scouts may be found enjoying the support and patronage of the government and the people.

TRENDS

There is a definite trend towards the following: (a) abolition of the two-single-session plan, whereby one primary class meets in the morning and another in the afternoon under the same teacher; (b) restoration of Grade VII, which was clipped from the elementary school curriculum in 1940; (c) restoration of the 3-2 and 5-3 plans in the intermediate grades, where three teachers teach two classes and five teachers teach three classes; (d) further expansion and improvement of teacher-education institutions; (e) popularization of vocational education and fitting it to the general economic programme of the Republic; (f) further expansion of the community-school programme; (g) more systematic school-public relations; (h) wider use of local vernaculars as media of instruction in the lower primary grades; and (i) closer understanding between the school and industry and agriculture.

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1. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers	Pupils	
			Total	F.
PUBLIC SCHOOLS, 1951/52				
Primary				
Primary schools	16 365	52 412	2 923 874	1 387 795
Intermediate schools	6 276	24 308	872 307	412 235
Secondary				
General secondary	285	6 297	180 644	94 398
Trade and vocational ¹	28	866	24 104	
Rural and agricultural ¹	29	444	10 958	
Fishery schools	...	...	138	
Normal schools	1	7	309	
Higher				
Normal colleges	7	98	3 017	2 472
Trade:			795	
Teacher's course	...	104	1 424	
Technical course	3	2	70	
Agricultural teacher's course ³	...	21	587	
Commercial	1	5	99	
Nautical	2	567	7 603	
University of the Philippines ⁴	1			...
Special				
School for the deaf and dumb	1	20	150	...
PRIVATE SCHOOLS, 1952/53				
Pre-school				
Kindergartens	128	145	8 413	...
Primary				
Primary schools	643	3 555	92 141	...
Intermediate schools	607		48 828	...
Secondary				
General secondary	1 245	10 253	362 469	...
Vocational schools	397	952	32 989	...
Higher				
Colleges and universities	410	6 028	169 859	...

Source. Philippines. Ministry of Education and Bureau of Private Schools.

1. Including home economics.

2. Fishery teachers are included with trade and vocational teachers.

3. Including farm mechanics courses.

4. Not including two non-collegiate schools with 441 students.

2. SEX AND GRADE DISTRIBUTION OF PUPILS
IN GOVERNMENT SCHOOLS, 1951/52

Grade	Number of pupils		
	M.	F.	Total
Primary	1 996 295	1 800 030	3 796 325
I	446 072	398 688	844 760
II	386 673	346 538	733 211
III	369 109	333 941	703 050
IV	334 348	308 628	642 976
V	247 200	222 999	470 199
VI	212 893	189 236	402 129
Secondary	121 761	94 398	216 159
1	53 529	40 607	94 136
2	30 082	22 549	52 631
3	20 365	15 866	36 231
4	17 785	15 376	33 161
Higher¹	3 520	2 472	5 992
1	1 952	1 250	3 202
2	1 539	1 222	2 761
3	29	—	29

Source. Philippines. Ministry of Education.

Note. Figures do not include enrolment in private schools amounting to 709,699 pupils.

1. Excluding the University of the Philippines.

3. PUBLIC EXPENDITURE ON EDUCATION,
FISCAL YEAR 1951/52 (pesos)

Item	Amount
Total	143 866 200
Administration, inspection, etc.	4 456 780
Elementary (primary and intermediate) education	130 644 400
Secondary education:	2 573 450
General	(568 760)
Vocational	(2 004 690)
Higher education ¹	4 430 545
Adult education	80 580
Special education	80 880
Scholarships	39 240
Capital expenditure ²	28 300
Other expenditure	1 532 025

Source. Republic Act No. 673.

Note. This is the expenditure of the national government only; the expenditures of the local governments (provincial, city, and municipal) as well as expenditure from private sources estimated at about 10 per cent of total are not included.

Official exchange rate in 1951/52: 2 pesos = 1 U.S. dollar.

1. Includes the University of the Philippines, the Philippine Normal College, the Philippine College of Commerce, the Central Luzon Agricultural College, teacher-training personnel and trade instruction personnel.
2. This amount does not include the special appropriations and public works funds for the construction of school buildings and for the acquisition of school sites.

P O L A N D

Total population (3 December 1950 estimate): 24,977,000.

Total area: 312,000 square kilometres; 120,460 square miles.

Population density: 80 per square kilometre; 208 per square mile.

Population within compulsory school age limits, 7-13 (1948/49 estimate): 3,166,000.

Total enrolment, 7-13 years of age (1948/49 estimate): 3,033,000.

Enrolment of girls as percentage of total (estimate): 48 per cent in primary schools.

LEGAL BASIS

The new Constitution of the Popular Republic of Poland contains the following provisions for education. Article 61 affirms that citizens of the Republic have a right to education; Article 62 adds that the people have a right to benefit from cultural progress and to take a creative part in developing a national culture; and Article 68 requires the Republic to devote particular attention to the education of youth by ensuring the broadest means of development.

Pupil-teacher ratio: 40 in primary schools.

Public expenditure on education (estimate): 14 per cent of the 1951 State budget.

Official exchange rate: 1 zloty = 0.25 U.S. dollar.

Based on published sources, prepared in May 1953.

The organization of primary and secondary education is still based in principle on the School Law of 1932 (*Journal of Laws of the Republic of Poland*, No. 38, 1938, section 38). However, extensive changes have been introduced by legislation and by decrees and ministerial regulation; those affect not only the structure of the system and the organization of schools but also the content, methods and aims of education. The decree of 23 November 1945 (*J. of L.* No. 2, 1946, section 9) on school organization during the period of transition represents the legal basis for such

changes. A measure for speeding up the repair of war damage, this decree enables the Minister of Education to establish or permit the establishment of schools and courses not foreseen in the 1932 Act, and to modify the duration of education in such schools.

The decree of 28 October 1947 (*J. of L. No. 66, 1947, section 415*) introduced the reform of higher education. By Article 7 the Minister of Education was declared the supreme authority in respect of scientific institutes, centres of higher education and centres of scientific research. Article 16 allowed for the direct control of a higher school or of an intercollegiate or research institution to be entrusted, by decree of the Council of Ministers, to another minister; but on condition that no decision was taken about curricula or scientific staff unless the Minister of Education had been consulted. These powers were delegated to the Minister of Higher Education and Science by the law of 26 April 1950 (*J. of L. No. 21, 1950, section 181*).

ADMINISTRATION

A number of central organs of the State have a share in administering education.

The Ministry of Education has charge of general primary and secondary schooling, to which has been added the welfare of children and adolescents, previously under Social Welfare.

The Ministry of Social Welfare runs centres for re-educating the war-wounded, in the form of both general and vocational schools; the Ministry of Justice administers agricultural and trade schools in prisons and reformatories, and also has charge of the law schools at a secondary level; the Ministry of Public Health similarly runs medical schools at the secondary level. Finally, a Chief Committee for Physical Culture, attached to the Council of Ministers, issues directives on the organization and programmes of physical education for all schools in the country (*J. of L. No. 65, 1949, section 526*).

The structure of the Ministry of Education is almost the same as it was before the war. The country is divided into 14 school regions which coincide with the political units, the voivodships (*województwo*) (*J. of L. No. 47, 1946, section 269*). A curator (*Kurator Okręgu Szkolnego*), nominated by the President of the Republic, is at the head of each school region and acts as the representative of the central educational authority. His competence includes the administration of schools of general education, supervision of these schools and pre-school establishments, and all personnel matters. The school region is divided into school districts (*obwód szkolny*), for each of which there is a district inspector (*inspektor szkolny*) assisted by a professional staff. The district inspector supervises the application of compulsory education and controls primary and pre-primary schools, institutions for adult education, orphanages, youth hostels and the like. Secondary education is under the supervision of the curator, through the medium of visitors (*Wizytator*), who also inspect the activities of the school inspectors; and the Ministry of Education similarly co-ordinates the work of curators by means of ministerial visitors (*Wizytator Ministerjalny*).

The Central Office for Vocational Education exercises direct control and supervision of its schools through 14 regional directorates situated in the capital cities of the voivodships. Agricultural training is supervised by the sections for personnel training attached to the Department of Agriculture and Forestry of the voivodship. The same pattern of administration is adapted to art and other specialized schools.

Apart from this supervision by central official bodies, the school system is subject to control by bodies at the regional and local levels—the education commissions, parents' committees and school welfare committees—whose functions may be briefly described. Education commissions are set up in all administrative units of the country as a branch of the local government; for their areas they supervise schools and courses, and have particular financial responsibility since they administer local funds for educational and cultural purposes. In addition, they pay attention to the proper education of youth in the democratic spirit and establish the penalties for parents whose children fail to attend school. Parents' committees are organized for all nursery, general education and vocational schools. Each is composed of the school principal, one teacher, one or two representatives of the local school welfare committee, and representatives of the parents of children enrolled, elected annually and in number not exceeding double the number of classes in the school. These committees collaborate with the school, especially in ensuring the full application of universal compulsory schooling and in enabling the children of workers, small-holders and medium-holding peasants to secure further education. They watch over the democratic spirit of children's education and combat the influence of reactionary elements on children and youth; and they are expected to organize supplementary feeding of children, the provision of clothes, textbooks, etc., as the need arises. The school welfare committee comprises representatives of local works councils and factory committees, plus the school principal, one teacher and a representative of the parents' committee. It is expected to bring the school into closer contact with everyday life, with workshops, and to bind the school closely to the working classes and the peasant masses. Members of the committees prepare school examinations, recommend the payment of bursaries to pupils and teachers who distinguish themselves in school and social work, and organize aid for the repair and maintenance of school plant.

The obligation to establish and maintain primary schools lies with the State and the local government unit or borough (*gmina*) (*J. of L. No. 18, 1952, section 132, as amended and supplemented*). Each primary school serves a school district of such area that no child shall be more than three kilometres distant from the school; the district should comprise not more than 650 and not less than 40 children. Since not all schools are equipped to give their pupils the full seven-class course, central upper primary schools (*szkola zbiorcza* or assembly schools) are established, and here the maximum distance for the pupil to school is four kilometres. The *gmina* authorities are bound to provide suitable buildings for primary schools, to equip them and provide housing for the teaching staff, intervene in all matters concerning curricula, examinations

and the conditions of entry of students to institutions of secondary education. The establishment and maintenance of secondary schools is a State responsibility.

Higher education is administered by the Ministry of Higher Education and Science, and a number of other Ministries maintain specialized institutions for professions falling within their competence: Culture and Arts, the higher arts schools; Education, the teacher-training colleges; Health, the medical academies; Justice, the higher schools of law; Defence, the military academies; the Office of the Prime Minister, through the Chief Committee for Physical Education, the academies for physical education.

A Chief Council for Science and Higher Education serves as an advisory body to the Minister and has a decisive voice in some matters. It is composed of a president and 15 members nominated by the President of the Republic on the suggestion of the Minister. Two-thirds of the members are active scientific personnel. The duties of the council are: to conduct investigations in the field of science and higher education in connexion with State planning; to propose budget estimates for institutions of science and of higher education; to elaborate curriculum principles; to grant scholarships and awards to scientific workers; to nominate university rectors, directors of other establishments, professors; to decide all matters connected with curricula examinations and admission of students to centres of higher education.

Further, all higher degrees granted by the Minister require the council's approval and in exceptional cases the council grants these degrees irrespective of any academic centre.

Another central institution is the Congress of Polish Science (Kongres Nauki Polskiej) called at least biennially by the Minister of Higher Education and Science in conjunction with the Chief Council. The congress represents all fields of science without distinction of orga-

nizational form, and its tasks are to examine the needs of Polish science, the problems of its organization, and to establish postulates and express opinions on these matters.

ORGANIZATION

Pre-school Education

Kindergartens (*Wychowanie przedszkolne*) are the first stage in the general system of education. They accept children between the ages of 3 and 7 years. Under the law of 1932, still binding, kindergartens are public utilities, i.e. all children within the prescribed age limits and living within one kilometre of the school are entitled to attend free of charge. Those whose mothers work are admitted on priority. The school has to group the younger and older children separately. The children take their meals at school, receive rudimentary instruction, and are examined medically by specialists. Apart from the urban and rural types of kindergarten, a new type has been created for factories, to enable women to enter productive enterprises in large numbers.

All kindergartens are supervised by district school inspectors.

Primary Education

With the 1948/49 school year a primary school of seven years' duration was introduced as the base of the unified 11-year school. It is compulsory and free for all children from 7 to 13. Both in structure and in curriculum the primary school (*szkola podstawowa*) is identical for urban and rural areas. Full seven-class schools have not been established everywhere in the country, owing to the sparse population of some districts; in such cases incom-

GLOSSARY

liceum: general secondary school.
liceum felczerskie: lower vocational secondary school for medical assistants.
liceum muzyczne: vocational secondary school of music.
liceum pedagogiczne: teacher-training school.
liceum rolnicze: vocational secondary school of agriculture.
liceum technik plastycznych — *liceum sztuk plastycznych*: vocational secondary school of fine and applied arts.
podstawowa szkoła rolnicza: lower vocational secondary school of agriculture.
przedszkole: pre-primary school.
szkola felczerska: upper vocational secondary school for medical assistants.
szkola jądrowa: lower vocational secondary school for careers at sea.
szkola morską: upper vocational secondary school for careers at sea.
szkola niepełna: incomplete primary school in rural districts.

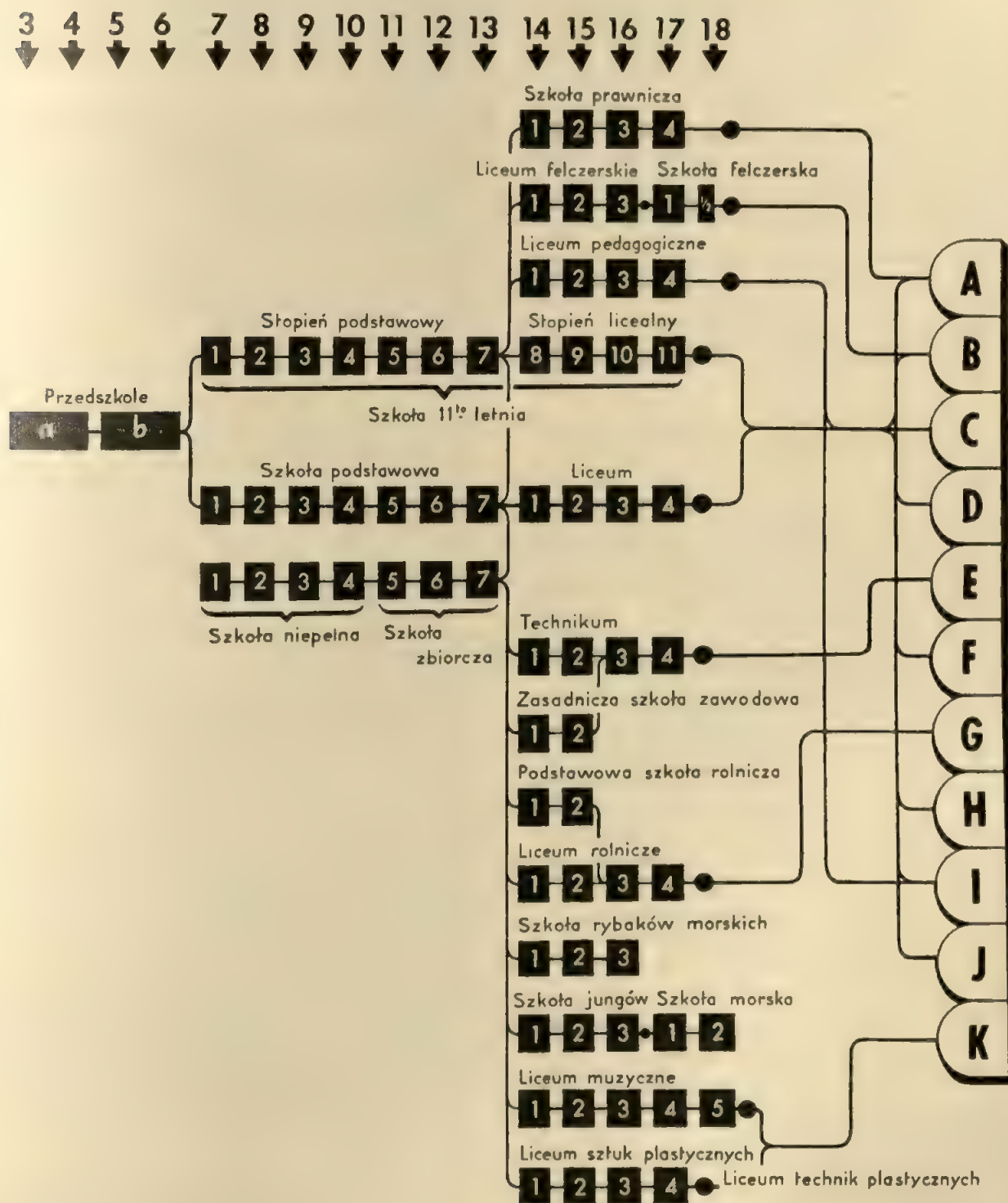
szkola podstawowa: primary school.
szkola prawnicza: vocational secondary school of law.
szkola rybaków morskich: vocational training school for fishermen.
szkola zbiorcza: central upper primary school receiving pupils from a number of village (incomplete) primary schools.
szkola 11-letnia: eleven-year school with full primary (*stopień podstawowy*) and general secondary courses (*stopień licealny*).
technikum: vocational secondary school of technology.
zasadnicza szkoła zawodowa: lower vocational secondary school of technology.

HIGHER EDUCATION

A. *Wyższa szkoła prawnicza*: higher institute of law.

B. *Akademia medyczna*: academy of medicine.
C. *Wyższa szkoła pedagogiczna*: higher institute of education.
D. *Uniwersytet*: university.
E. *Wyższa szkoła techniczna*: higher institute of technical studies.
F. *Wyższa szkoła ekonomiczna*: higher institute of economics.
G. *Wyższa szkoła rolnicza*: higher institute of agriculture.
H. *Instytut kształcenia kadr naukowych*: institute for the preparation of scientists.
I. *Wyższa szkoła wychowania fizycznego*: higher institute of physical education.
J. *Akademia sztabu generalnego, Akademia wojskowo polityczna, Wojskowa akademia techniczna*: military academies.
K. *Szkoła wyższa artystyczna*: higher schools of art.

DIAGRAM



plete (*szkola niepełna*) schools are formed with a curtailed curriculum. For example, a one-teacher school with up to 40 pupils will provide a four-class course of instruction; a two-teacher school enrolling from 41 to 80 children will cover only the first six classes of the course. Central schools (*szkola zbiorcza*) with Classes V to VII bring the children from incomplete schools up to the full primary standard.

During the 1951/52 school year some 80 per cent of pupils in primary classes were enrolled in seven-year schools. It is estimated that by the end of the six-year plan (1955) all primary schools will be complete, thus giving every child the opportunity of continuing to secondary education.

The new school programmes are not concerned solely with syllabuses—the knowledge and skills to be passed on to the child—but are closely related to the goals of education, to shape the thought and will of the pupil in conformity with the spirit of socialism—love of his country and of the working classes, devotion to work, respect and friendship for workers of all countries and races.

The teaching of Russian as a foreign language has been introduced in the primary school.

Secondary Education

General secondary education extends over four years following the seven-year primary course. The new type of lyceum (*liceum*) is a fusion of the former *gimnazjum* (lower secondary) and *liceum* (upper secondary) courses and reduces the total period leading to the final secondary examination (*egzamin dojrzałości*) from the former 12 to 11 years.

A new form of organization is the unified 11-year school (*szkola jedenasto letnia*) resulting from the fusion of the primary school with the new four-year lyceum. It is designed 'to bring the secondary school nearer to peasant and working class children, to make secondary education available to the masses and to raise the level of primary instruction'.

The numbering of classes is the same in both types of secondary establishment, curricula are identical for equivalent classes, and children who have completed primary school may enter either type. At the level of the lyceum classes VIII to XI, every school of general education is a central school (*szkola zbiorcza*); it is expected to serve all the primary schools of the district and may not admit students from outside this district. In principle the schools are co-educational, but in localities with more than one school at this level boys and girls attend separate schools. Admission to Classes VIII to XI is not automatic; it depends on a decision, taken for each pupil, by a socio-educational commission composed of representatives of the local community and the mass organizations.

In the new programmes the amount of time devoted to mathematics has been increased. To give students a grounding in dialectical and historical materialism an elementary course in economic and political science has been introduced, derived from the achievements of Soviet education.

Vocational Education (*Szkolnictwo Zawodowe*)

This is provided by schools of two types: basic trade schools (*zasadnicze szkoły zawodowe*) with a two-year course, and the secondary vocational schools or technicums (*technikum*).

Basic schools take two forms—those for young people already working are set up near the enterprise and make use of its plant; those for students not yet working have workshops of their own. Timetables and curricula are identical. These schools replace several earlier types of institution, the industrial schools, public intermediate vocational schools and the first cycle of vocational gymnasiums and lyceums; where the term of study had commonly been three years, this is now shortened to two.

The technicums replace vocational lyceums. The course lasts four years (or three, in the commercial and economic fields) instead of the earlier five. Upon graduation students are given the title of 'technician' and are eligible for higher education. The technicums also provide part-time courses, at a similar level but slower tempo, for young people already at work. Correspondence schools, known as 'non-attendance technicums' are organized for those unable to attend classes.

Beside the technicums the two-year vocational lyceums are still maintained. These are designed for students who have completed nine years of general education and wish to take up technical studies.

In all vocational schools the curriculum tends towards greater specialization; the 'ballast of superfluous knowledge' is eliminated and stress is laid on subjects and skills which are essential to practising a given trade. An attempt is also being made to increase the number of girls in these schools.

Other vocational schools comprise schools of agriculture, fisheries, merchant marine, medicine (for training medical assistants), law, art and music. Their organization follows the pattern described above; and they depend directly on the respective ministries.

Higher Education

There are two types of institution at the higher level, specialized professional schools (*szkola wyższa zawodowa*) and academic schools or universities (*szkola wyższa akademicka*). The former have no autonomy; they are controlled by a rector (*rektor*) appointed by the Minister, with an advisory pedagogic board (*rada pedagogiczna*) to assist in matters exclusively concerned with teaching. The higher academic schools continue to bear their former names but the organization has been radically changed through the splitting off of so many component parts. The line of authority remains the rector, the pro-rector, the academic senate, the general meeting, the deans and pro-deans, the departmental or faculty councils; to these has recently been added the administrative director.

A centre of higher education is founded, transformed, closed or transferred to another seat in pursuance of an order of the Council of Ministers, according to the 1937 decree mentioned above. On this basis, nearly all the earlier State industrial high schools have been recognized as specialized professional schools; the medical and pharma-

ceutical faculties of the universities have been excluded and set up as independent academies of medicine; study centres for physical education, previously attached to medical faculties, are likewise reconstituted as independent academies. Study centres for economics in the faculties of law have been suppressed; and all the higher schools of commerce have become separate higher schools of economics. The old General Staff Academy is recognized as a higher academic school, as are also two newly formed military institutions, the Political Military Academy and the Technical Military Academy.

The total of 83 centres of higher education is composed as follows: under the Ministry of Higher Education and Science—8 universities, 20 technical universities (including 9 evening schools of engineering), 10 higher schools of economics, 2 high schools of agriculture; under the Ministry of Culture and Art—18 higher art schools (including music, drama, fine arts); under the Ministry of Education—6 State institutes of education; under the Ministry of Health—10 academies of medicine; under the Ministry of Justice—1 higher school of law; under the Chief Committee for Physical Culture—4 academies of physical education. Finally there are three military academies and the institute for training scientific manpower.

Studies in all centres of higher education are divided into two stages. The first (*studjum pierwszego stopnia*) lasts three years (except for medical schools where the course is five years) and leads to a professional title or Grade I diploma (*dyplom pierwszej klasy*) which permits the student to practise his profession. Alternatively, he may continue to the second stage (*studjum stopnia drugiego*) lasting one year, in order to secure a scientific degree (*stopień naukowy*). Graduation from a higher school in the Soviet Union after 1 October 1917 has been accepted as equivalent to such graduation in Poland.

The decree of 1947, mentioned above, provides that admission to study at centres of higher education is open to persons who possess full civic, public and 'honour' rights, and who have received a lyceum level education. It also provides that admission and the granting of a diploma 'may in addition be dependent on prior practical work in the profession determined by an order of the Minister of Education'. Further persons may be admitted regardless of their schooling provided they pass an appropriate entrance examination. The Minister of Education is empowered to organize special preliminary studies within the given centre of higher education, or preparatory courses outside it, for persons not fully ready for study at such centre.

Candidates for admission are accepted by the dean of the faculty. The Minister may, however, establish how many students may be accepted annually in the given year in the respective field of studies.

First-year curricula in all centres of higher education contain dialectical and historical materialism as a compulsory subject up to 60 hours in the academic year.

Teacher Education

Primary school teachers are trained in specialized teacher-training lyceums (*liceum pedagogiczne*) run by the Ministry of Education. Students are recruited from graduates

of the seventh primary class; the course lasts four years, and upon completing it satisfactorily students are directed to their first posts. Another method is open to graduates of the general secondary school; they may enter a special State course for teachers (*państwowy kurs nauczycielski*) lasting five months, where students receive a grant and free instruction in a boarding establishment.

Teachers for the general and specialized secondary schools are trained in the institutes of education (*wyższa szkoła pedagogiczna*) or in the humanistic, mathematical and science faculties of the universities. Teachers and instructors in technical subjects and in agricultural schools are trained in centres which are run by the Central Office for Vocational Training and the Ministry of Agriculture and Land Reform. For kindergarten teachers there are 12 specialized secondary schools with programmes adapted to this kind of work.

In addition, every person engaged in a trade may, within the limits of his qualifications, be directed to work in vocational schooling and training.

ADULT EDUCATION

A law was enacted in 1949 providing that every person could be called upon to work in the field of extending free instruction to illiterates and semi-illiterates, during a period not exceeding six months and for not more than 12 hours weekly, for a fixed remuneration (*J. of L.*, No. 25, 1949, section 177). Further attendance at continuation courses is compulsory for all juveniles under the age of 19 if they have not completed the full primary school. This type of instruction is given at three-year schools for adults or in special continuation courses; it is gratis and non-attendance is punishable.

Schools for persons gainfully employed are organized in places of work, in working-class housing settlements, and in the agricultural co-operatives, State farms and machine centres. Persons aged 14-30 years are admitted, priority being given to those with an outstanding productive record, active workers in political, trade and social organizations, etc. Schools of this category are of two grades: the basic school (Classes V-VII—*szkoła zasadnicza*) and the secondary school (Classes VII-XI—*Liceum dla pracujących*). Vocational training for adults is provided by the basic trade schools, technicums and trade courses (*kursy zawodowe*). Instruction is given in the evenings and the syllabus is appropriately shortened. Great stress is laid on correspondence courses (*szkolenie korespondencyjne*), both for general education (Classes VIII-XI) and for vocational training.

STATUS OF TEACHERS

The status of teachers is still in principle based on the law of 1926 and several later amendments (*J. of L.* No. 104, 1926, 873). The status of teachers falling under other ministries than education is regulated by special laws (*J. of L.* No. 17, 1950 and No. 5, 1951).

In principle there are seven salary groups for teachers in all types of schools under the central authorities, with

the exception of art schools, to which other ordinances are applicable.

SCHOOL WELFARE SERVICE

With the collaboration of parents' committees and aided by State grants the schools regularly provide meals for pupils. It is estimated that about half the primary and secondary pupils make use of school canteens.

Holiday centres for summer and winter are organized by the Ministry of Education in conjunction with trade unions and other social organizations. In 1951 over a million children and young people spent their vacations in some 13,000 centres.

Bursaries and boarding establishments have been developed as one of the principal State measures for helping young people to continue their studies. Thus in 1951/52 about 78 per cent of students at secondary and higher level received bursaries averaging 240 złotys a month. Applicants for these bursaries are selected by a mixed commission composed of teachers and representatives of social organizations. At the secondary level over 103,000 students were boarders and 118,000 held bursaries; at the higher level, 31,000 students were living in hostels.

TRENDS AND PROBLEMS

The vast programme of the six-year plan (1949-55) requires

a large number of skilled workers to go into production; and economic reconstruction carries with it the duty of raising the general cultural and vocational level of the masses, of preparing them to construct a socialist regime. In the final analysis education has responsibilities wider than the present plan, since it has to produce workers who will execute future plans.

In terms of the six-year plan Polish education has been set tasks on which the success of the plan will largely depend. These may be summarized as follows:

1. To educate youth in the spirit of popular patriotism and internationalism.
2. To speed up through educational means the national change-over to socialism.
3. To create, in accordance with the precepts of J. Stalin, a new popular educated class (*inteligencia*) closely tied to the mass of the workers and peasants.
4. To wipe out illiteracy completely and then to apply universal compulsory education in a permanent way.
5. To raise the cultural level and vocational training of the working classes.
6. To reorient the ideology of all schools, by basing the teaching on Marxist-Leninist principles.
7. To remove progressively the cultural gap between town and countryside.
8. To expand vocational education at secondary and higher levels, including evening and correspondence schools.
9. To extend establishments of pre-school education.

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1. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers	Students		Level of education and type of school	Institutions	Teachers	Students	
			Total	F.				Total	F.
Pre-school					Vocational (continued)				
Kindergartens, urban	2 414	5 773	169 968	...	Domestic science ⁶	81	...	4 406	
Kindergartens, rural	4 844	5 715	147 031	...	Lower schools	18	...	1 221	1 498
					Upper schools	45	...	1 924	
					Apprentice schools	2	...	50	
Primary					Domestic science courses	...	...	...
Urban centres					Health service ⁷	...	...	...
Primary schools	2 215	22 948	929 244	...	Lower schools	8	...	677	4 352
Primary classes (in 11-year schools)	311	...	102 574	...	Upper schools	25	...	3 678	
Rural centres					Fine arts ⁸	...	...	...
Primary schools	20 312	56 046	2 239 049	...	Lower schools ⁹	5	...	540	16 690
Primary classes (in 11-year schools)	26	...	9 802	...	Upper schools	66	...	7 220	
					Apprentice schools	153	...	22 343	
Secondary					Teacher training	...	...	...
General					Schools of 2-3 years	22	...	997	997
Urban centres					Schools of 4 years	28	...	2 770	2 770
Upper classes (in 11-year schools)	1 ...	...	67 961	...	Courses of 8 weeks	5	...	195	195
Secondary schools	358	...	108 825	...	Teacher-training schools	117	...	32 569	...
Rural centres					Teaching courses for adults	10	...	555	...
Upper classes (in 11-year schools)	1 ...	...	3 943	...	Teaching courses of 6 months	11	...	307	...
Secondary schools	69	...	13 702	...					
Vocational¹⁰					Higher				
Technical ¹¹					Universities and institutes (academic)	64	10 4 070	96 762	...
Lower schools	812	...	90 918	36 986	Higher education (non-academic)			18 816	...
Upper schools	321	...	41 017		Other				
Apprentice schools	75	...	16 447		Vocational courses for working youth ¹¹	1 072	...	187 537	53 805
Technical courses	108	...	5 390		Special				
Agriculture ⁴					Centres for handicapped and abnormal children	241	...	22 592	...
Lower schools	471	...	18 000	11 569					
Upper schools	198	...	15 854						
Agricultural courses	4	...	111						
Commerce and administration ⁵									
Lower schools	398	...	56 934	63 553					
Upper schools	233	...	27 912						
Apprentice schools	15	...	1 317						
Commercial courses	38	...	3 976						

Source. Polska. Główny Urząd Statystyczny. *Wiadomości Statystyczne*. XXIII, No. 6, 10, 1950. XXIV, No. 4, 5, 7-8. Warszawa. 1951.

Note. The data on vocational education in this table concern the school year 1949/50 and consequently do not correspond exactly to the articulation presented in the diagram. The diagram presents the status after the reorganization of this section in 1950. The number of institutions for higher education increased to 83 during 1951.

1. The number of schools is included in the urban primary schools.
2. Schools and courses lasting more than 1 year.
3. Including 109 schools with 13,727 students in the rural districts.
4. Including 168 schools with 10,862 students in the towns.
5. Including 53 schools with 3,559 students in the rural districts.
6. Including 14 schools with 563 students in the rural districts.

7. Including 1 school with 45 students in the rural districts.
8. Including 2 schools with 192 students in the rural districts.
9. Including 1 school of music at the elementary level with 236 students.
10. Not including 6,235 auxiliary staff.
11. Courses attached to various lower vocational schools.

2. HIGHER EDUCATION, 1949/50

Institutions	Teaching staff		Auxiliary scientific staff	Students	Diplomas and degrees granted ¹		
	Professors and assistants	Other			Vocational	Others	
						Lower	Higher
<i>Vocational</i>							
Agriculture	64	41	73	1 460	255	...	...
Commerce, administration	84	86	98	5 862	74	...	...
Engineering	159	210	385	5 741	171	...	...
Fine arts	277	385	106	2 835	121	...	...
Pedagogical institutes	53	211	55	1 437	198	...	...
Mental hygiene	—	29	—	420	—	—	—
Social sciences	25	35	10	1 061	10	...	...
<i>Academic</i>							
Universities and higher academies	1 497	2 573	6 235	96 762	1 134	4 440	408

Source. Poland. Central Statistical Office. *Statistical News*. Year XXIII, No. 7-8, Warszawa, 1950.

1. In the academic year preceding the year stated.

3. DISTRIBUTION BY CLASS OF PUPILS
IN THE GENERAL EDUCATION SCHOOLS
OF THE BASIC GRADE, 1950/51

Total	Year of school course						
	I	II	III	IV	V	VI	VII
3 168 293	418 239	426 665	481 639	530 088	519 992	448 140	343 530

Source. Poland. Central Statistical Office. *Statistical News*. Year XXIV. No. 5, Warszawa, 1952.

Note. Provisional data. Exclusive of general education schools involving at the same time the basic and lycrum grades, the so-called 11-year schools (basic grade enrolment, 112,376).

PORTUGAL

Total population (1950 census): 8,441,312.
Total area: 92,150 square kilometres; 35,400 square miles.
Population density: 93 per square kilometre; 240 per square mile.
Population within compulsory school age limits in 1950: 768,271.
Total enrolment (age group 7-12) in 1951/52: 636,140.
Enrolment of girls as percentage of total: 45 per cent in primary education.
Pupil-teacher ratio in State schools: primary school classes, 39; secondary school classes, 45.
Illiteracy rate (1950 census): 44 per cent.

LEGAL BASIS

The Constitution of the Portuguese Republic deals with 'education, teaching and national culture' in Chapter IX, Articles 42, 43 and 44. The principal laws relating to education are briefly as follows:

Central services. Law No. 1941, 11 April 1936, providing for reforms in the Ministry of Education and setting up the Junta Nacional da Educação (National Board of Education).

Primary education. Decree-law No. 22,369, 30 March 1933, reorganizing the management and administration of schools, educational guidance, extension courses and school inspection; Decree-law No. 27,279, 24 November 1936 regulating elementary primary education; Law No. 1,969, 20 May 1938, laying the foundations for the reform of primary education; Decree No. 32,243, 5 September 1942, establishing the present primary teacher-training schools.

Secondary education. Decree No. 36,508, 17 September 1947, regulates this type of education.

Vocational education. Decree No. 37,029, 25 August 1948, regulates this type of education; Decree No. 38,032, 4 November 1950, regulates the industrial institutes, and Decree No. 38,231, 23 April 1951, the commercial institutes; intermediate agricultural education is governed by Decree No. 38,026, 2 November 1950.

Higher education. Decree No. 18,717, 27 July 1930, regulates both the classical and the technical branch of this level of education. Decree-law No. 38,692, 21 March 1952, reorganizes the administration of the universities of Coimbra, Lisbon and Oporto; Decree No. 39,001, 20 November 1952, ratifies the administrative system of those three universities. Every higher educational establishment and every faculty is governed by a separate law.

Art schools are regulated by Decree-law No. 19,760, 20 May 1931 amended by Law No. 2,043, 10 July 1950.

The National Conservatory is regulated by Decree-law No. 18,881, 25 September 1931, amended 26 November 1931. Music, singing and acting are taught here.

The National Institute of Physical Education is regulated by Decree-law No. 30,279, 23 January 1940.

Private schools are regulated by Decree No. 37,545, 8 September 1949.

National income (1951): 47,600 million escudos (exclusive of the Azores and Madeira).

Public expenditure on education (1952): 436,600,000 escudos. Cost per pupil: primary education, 356 escudos; secondary education, 2,347 escudos; technical education, 2,151 escudos; higher education, 4,474 escudos.

Official exchange rate: 1 escudo = 0.03478 U.S. dollar.

Prepared by the Ministry of Education, Lisbon, in April 1953.

ADMINISTRATION

The National Board of Education is a technical and advisory body divided into six sections: moral and civic education; primary education; secondary education; higher education; vocational education; fine arts.

The Conselho Permanente da Acção Educativa (Permanent Council for Educational Action) is attached to the Board, its task being to co-ordinate the activities of all the departments of the Ministry of Education and to decide questions involving disciplinary action.

The Secretariat-General deals with all general questions of administration and with any other matters not coming within the competence of the other departments of the Ministry. The António Aurélio da Costa Ferreira Institute, which deals with the problems of abnormal children, is attached to the Secretariat-General.

Within the Ministry there are separate directorates-general for primary education, secondary education, vocational education, higher education and art education, and physical education, sport and school health. There are also inspectorates of secondary schools and of private schools.

The Higher Institute of Culture fosters scientific research and cultural relations at the national and international levels, and provides facilities for students working for a degree in some special subject.

The Mocidade Portuguesa (Portuguese Youth) is a national organization to which all boys between 7 and 17 belong; it aims at all-round development of personality, in its physical, moral and civic aspects. The Mocidade Portuguesa Feminina is a girls' organization with the same aims; it co-operates with the schools in training girls for family and social life. It is affiliated to the Obra das Mães pela Educação Nacional (Mothers' Movement for Education), whose chief purpose is to exert a social, moral and educational influence.

The private schools are of several types—infant schools, primary schools, vocational and secondary schools, this last category being the largest.

A few schools are under the supervision of ministries other than the Ministry of Education. These include: the Higher Colonial School (Ministry of Overseas Affairs); the Naval School, the School of Navigation, the School

of Fisheries and the School of Naval Engineers (Naval Ministry); the Army School, the Military College (at secondary level), and certain vocational training institutions for boys and girls (War Ministry); certain primary and vocational training schools (Ministry of the Interior).

FINANCE

The educational budget is drawn up by the Minister for Education, sanctioned by the Finance Minister, and approved by the Cabinet. The entire cost of State educational establishments is borne by the State. The State makes grants to a few private schools (infant schools, technical schools, art schools).

In the autonomous districts of Angra, Ponta Delgada (Azores) and Funchal (Madeira), the entire cost of education is met by the local governments. Certain municipalities maintain small secondary schools, known as 'municipal liceus', which cover only the lower cycle.

The State bears the cost only of official school buildings. The municipalities concerned meet 50 per cent of the cost of building primary schools, and in many cases the local authorities provide the building ground. The cost of school equipment is borne by the State in all official schools except the primary schools, where it is met by the municipal authorities. Primary education alone is free of charge. But the law provides for a certain percentage of exemption at the higher levels, and scholarships are available for gifted pupils from poor families. In vocational training schools, apart from these measures of exemption in certain cases, all children from State Homes receive free instruction.

ORGANIZATION

Pre-school and Primary Education

Pre-school education, which is neither compulsory nor widespread, is given in schools which apply the Froebel, Montessori and Decroly systems, or in *colmeias*, *parques infantis* and *Jardins-escolas de João de Deus*, which keep more closely to the national educational traditions.

A three-year period of elementary primary education is compulsory between the ages of 7 and 13.

At the end of the third year, pupils sit for the elementary primary school examination, known as the first cycle examination, which entitles them to move up into the fourth class, where they prepare for entrance to the secondary school. At the end of this fourth year they take a final primary school examination, known as the second cycle examination.

In elementary primary education the following subjects are taught: Portuguese; arithmetic and geometry; manual work and domestic handicrafts; ethics; choral singing. The subjects taught in the fourth class are Portuguese; arithmetic; geometry; drawing; geography; Portuguese history; natural science; ethics and civics; calligraphy; manual work; physical training; choral singing.

Abnormal and backward children receive their primary education in special schools, where the teachers, in addition to holding a primary teacher's certificate, are required to have taken a year's course in psychology and teaching methods at the António Aurélio da Costa Ferreira Institute.

Secondary Education,

Secondary education covers seven years, divided into three cycles. The aim of the first cycle (two years) and

GLOSSARY

conservatório: vocational secondary school of fine arts or music.

ensino infantil: pre-primary education provided in institutions such as *colmeia* (day nursery) or *jardim escola* (kindergarten).

ensino técnico profissional: vocational education.

escola comercial: vocational secondary school of commerce with possibility of entry after second year into a preparatory class (*curso preparatório*) leading to further specialized vocational training.

escola de enfermagem: vocational training school of nursing.

escola industrial: vocational secondary school of technical studies.

escola magistério primário: teacher-training school for primary school teachers.

escola náutica: vocational training school for careers at sea.

escola prática de agricultura: vocational

training school of agriculture, at times with additional year of study (*curso de aperfeiçoamento*).

escola preparatória: lower vocational secondary school.

escola primária: primary school.

escola de regentes agrícolas: vocational training school for agricultural overseers.

instituto comercial: upper vocational secondary school of commerce.

instituto industrial: upper vocational secondary school of technical studies.

instituto de serviço social: vocational training school for social workers.

licéu: general secondary school with seven-year course in three cycles, the first two, of two and three years duration, providing a general course (*curso geral*), the last two years being specialized (*curso complementar*) and preparatory to university education.

FACULDADES, ESCOLAS, INSTITUTOS SUPERIORES: UNIVERSITY FACULTIES OR COLLEGES

A. *letras*: arts (five departments).

B. *direito*: law.

C. *medicina*: medicine.

D. *farmácia*: pharmacy.

E. *ciências*: science (four departments).

F. *educação física*: college of physical education.

G. *militar*: military college.

H. *naval*: naval college.

I. *arquitectura*: college of architecture.

J. *instituto superior técnico*: college of technology.

K. *belas-artistas*: college of fine arts.

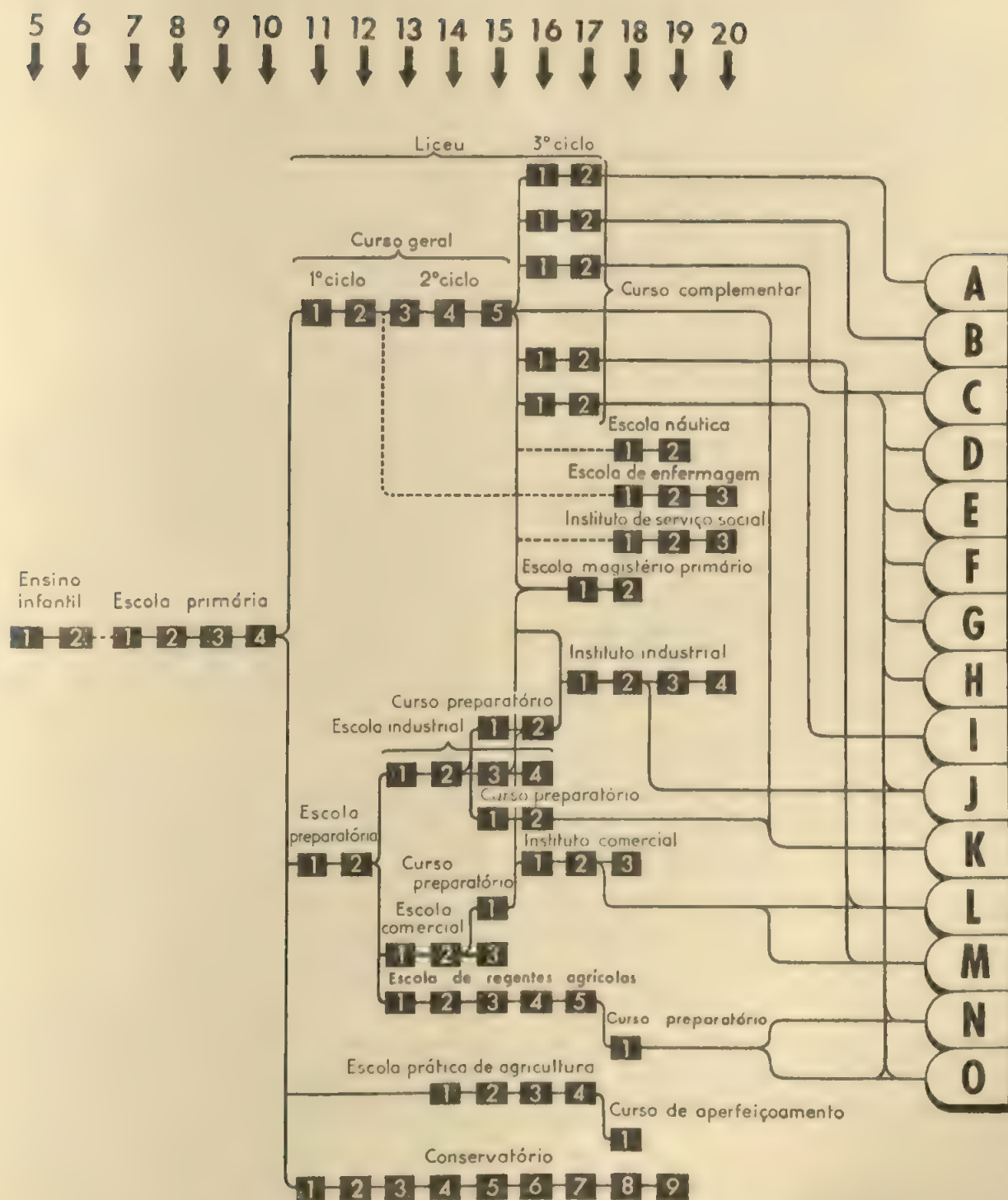
L. *ciências económicas e finanças*: college of economics and finance.

M. *colonial*: college of colonial studies.

N. *agronomia*: college of agriculture.

O. *veterinária*: college of veterinary science.

DIAGRAM



the second cycle (three years) is to ensure a satisfactory level of general education and physical development, to train character, encourage vocational aptitudes, and foster the moral and civic virtues. The third cycle (two years), while retaining the same aims, is more particularly intended to prepare the pupils for higher education.

In the first and second cycles the teaching of all subjects is simultaneous and co-ordinated, whereas in the third cycle it is given in separate sections.

Portugal has two types of public *liceu*: (a) national, financed by the State, where the teaching always covers the first two cycles, and in most cases all three; (b) municipal, financed by the municipal authorities, where the teaching is confined to the two years of the first cycle.

There is no specialization during the first two cycles. The third cycle offers eight possibilities for specialization corresponding to the branches of higher education the pupils intend to take up: (a) certificate in classical and in romance philology; (b) certificate in Germanic philology; (c) certificate in geography; (d) certificate in history and philosophy; (e) law certificate; (f) certificate in mathematics, in physics and chemistry, in geophysics, in biology, in geology, in the course of geographical engineering, Faculty of Engineering, Higher Institute of Technology, Military Academy, Higher Institute of Agronomy, Faculties of Medicine, Faculty of Pharmacy, School of Pharmacy, Higher School of Veterinary Medicine, National Institute of Physical Education; (g) Higher Institute of Economic and Financial Science, Higher Colonial School; (h) course of architecture in the art schools.

The following subjects are taught in the different cycles:
First cycle. National language and history; French; geography and natural science; mathematics; drawing.
Second cycle. Portuguese; French; English; history; geography; natural science; physics and chemistry; mathematics; drawing.

Third cycle. Portuguese; Latin; Greek; French; English; German; history; philosophy; geography; natural science; physics and chemistry; mathematics; drawing; political and administrative organization of the nation.

Philosophy and political and administrative organization of the nation are taught in all the eight branches of the third cycle. The other subjects are distributed as follows: (a) Portuguese, Latin, Greek, French; (b) Portuguese, Latin, English, German; (c) geography, natural science, physics and chemistry, mathematics; (d) Portuguese, Latin, Greek, history; (e) Portuguese, Latin, German, history; (f) natural science, physics and chemistry, mathematics, drawing; (g) English, history, geography, mathematics; (h) history, mathematics, physics and chemistry, drawing.

Admission to the first-year course in the secondary schools is by an entrance examination with a written test (dictation; composition; arithmetic and geometry, including the solution of three problems; drawing) and an oral test (Portuguese; history and geography of Portugal; arithmetic and geometry).

Pupils who are unable to attend a secondary school or do not wish to do so continue their studies privately.

In certain cases, pupils who have attended other types of intermediate school may, on passing an entrance

examination, be admitted at a later stage to one or other of the cycles of a secondary school.

Pupils are required to pay annual fees. Exemption may, however, be granted to needy pupils whose work is satisfactory, the total not to exceed one-tenth of the total enrolment in the higher school concerned. Scholarships are granted, in the second and third cycles, to promising pupils of poor families, and valuable prizes are awarded to pupils in the State or private schools who pass their second or third cycle examination with particular distinction.

The same textbooks are used, in each subject taught and for each year's studies, throughout the public and private secondary schools. Books are chosen for a five-year period, and approved by the Minister for Education on the recommendation of the Junta Nacional da Educação.

Vocational Education

This consists of:

1. A preparatory cycle of general pre-apprenticeship and vocational guidance, lasting two years. This cycle is intended for pupils from the primary schools. In addition to theoretical teaching which supplements their previous studies, it includes drawing, manual work carried out in special workshops or in the open air (woodwork, metalwork, modelling, sewing, gardening, horticulture). In the large towns this training is given in special schools. Elsewhere it is given in practical agricultural schools or in industrial or industrial-commercial schools.
2. Courses in practical agriculture, intended for farm workers, farm bailiffs and managers, which are given in special practical agricultural schools; and training courses for agricultural overseers, given in intermediate agricultural schools.
3. Commercial courses, given in commercial or industrial-commercial schools or, at a higher level, in commercial institutes.
4. Industrial courses, given in industrial or industrial-commercial schools or, at a higher level, in industrial institutes.

In principle, admission to the regular vocational training courses in agricultural, commercial or industrial schools, or in the industrial-commercial schools, is granted only to applicants who have completed the preparatory cycle or the first high school cycle, or received an equivalent education. Exceptions are sometimes made, however, especially in the case of admission to the classes for agricultural workers, to the supplementary classes for apprentices which are given in industrial and commercial schools and intended for young people already employed in industry or commerce after completing only their primary education; and to the continuation courses, which are also given in industrial and commercial schools, for adult workers who are unable to take the supplementary courses for apprentices.

Applicants for admission to industrial or commercial institutes are required to have completed the first two high school cycles or to have passed through the preparatory sections of an industrial or commercial school.

Agricultural, commercial or industrial training thus

consists of three stages: preparatory cycle; vocational training course; intermediate technical courses.

Agricultural Training

The purpose of the practical agricultural schools is to train workers who specialize in various branches of agriculture, farm bailiffs and overseers. Workers' courses are also sometimes held in intermediate schools and in the agrarian and zootechnic stations and centres operated by the Ministry of National Economy.

On leaving the practical agricultural schools, pupils may sit for an examination admitting them to the schools for agricultural overseers (intermediate schools).

The intermediate agricultural schools accept applicants who have completed the first cycle of secondary school or the preparatory cycle of the technical schools. They must be between 13 and 17 years old and pass a French examination.

The first three years of the course are chiefly devoted to providing a general education, while the last two years deal with technical subjects and practical work. Pupils who join these schools after completing the first two secondary school cycles are admitted as half-boarders and receive a special training which enables them to complete the course in three years.

Pupils must supplement their theoretical studies by a course of practical training, followed by a final examination. They then receive a certificate entitling them to become farm overseers and to work as assistants to agronomists.

Commercial Education

This is given in commercial schools or, in the smaller towns, in schools of industry and commerce. The commercial course lasts for three years and either provides a training in bookkeeping or shorthand-typing, or prepares the pupil for the commercial institute.

Applicants for entrance to commercial institutes who have neither been through the preparatory section of the schools nor obtained the second-cycle secondary school certificate, may gain admission through a special examination of equivalent standard. The commercial institutes hold three-year courses for bookkeepers, customs experts, and foreign language correspondents.

For admission to the Higher Institute of Economic and Financial Science, candidates are required to have spent two years in a commercial institute and to have passed the secondary school philosophy examination.

Industrial Education

Training courses in the industrial or industrial-commercial schools are open to candidates who have completed the preparatory cycle and intend to take up an industrial career. These are basic courses, which last three or four years and can be extended, if desired, by a period of specialization not usually longer than a year. The locksmith's course, for instance, provides the basis for specialization as a turner, metal-fitter, motor or aircraft mechanic, etc.

Pupils who intend to continue their studies in the industrial institutes are transferred at the end of their second year to a special preparatory section; here cultural subjects take up a certain proportion of the time which, during the final year of the vocational courses, is given to technological training.

The schools of decorative art prepare pupils for careers in the applied arts and also, in special sections, for the fine art schools.

The industrial institutes also take pupils who have passed a special examination of a standard equivalent to that of the second cycle of secondary school or that of the preparatory sections.

These institutes have three basic courses, each of four years' duration: machinery and electricity, civil engineering and mining, and industrial chemistry. It is hoped to arrange for continuation courses to enable the holders of certificates to specialize.

Pupils who have reached a satisfactory standard in the curriculum which is common to the first two years of all three of these courses and have passed the secondary school philosophy examination are admitted to the engineering schools on the same footing as entrants from the secondary schools.

Higher Education

The higher education for which the Ministry of Education is responsible is given in universities and in postgraduate institutions.

The universities are: the University of Coimbra, which has a faculty of law, a faculty of medicine, a faculty of letters, a faculty of science and a school of pharmacy; the University of Lisbon, which has a faculty of letters, a faculty of science, a faculty of medicine, a faculty of law and a school of pharmacy; the University of Oporto, which has a faculty of medicine, a faculty of science, a faculty of pharmacy and a faculty of engineering; the Technological University of Lisbon, which consists of the Higher Institute of Technology, the Higher Institute of Economic and Financial Science, the Higher Institute of Agronomy and the Higher School of Veterinary Medicine.

The postgraduate institutions are as follows: the Institute of Hydrology (Lisbon); the Institutes of Climatology and Hydrology (Coimbra and Oporto); the Course for Librarian-Archivists.

The General Directorate of Higher Education and the Fine Arts is also responsible for the National Conservatory, at Lisbon, (music, theatre and dancing), and the Fine Art Schools of Lisbon and Oporto (architecture, sculpture and painting). The General Directorate of Physical Education and School Health is responsible for the National Institute of Physical Education. There are also certain higher educational establishments attached to other ministries, including the Military Academy (War Ministry), the Naval Academy (Naval Ministry), and the Higher Colonial School (Ministry for Overseas Territories).

Art Education

Art education is given in the higher schools of the fine arts and in the conservatories.

The higher schools of the fine arts give courses in architecture consisting of three cycles and covering a total of six years. The first cycle—two years—is intended chiefly as an introduction, giving the students a higher education suitable to their needs and preparing them for the study of architecture. The second cycle—three years—covers architectural theory together with certain practical exercises, and provides the technical knowledge indispensable to the modern architect. The third cycle—one year—is chiefly devoted to large-scale architectonic composition. After passing examinations in the different subjects taught, the pupils take a practical course, leading up to a final test for their degree in architecture.

Courses of painting and sculpture last five years and are divided into three cycles. The first year, the curriculum of which is the same for both courses, is of an introductory nature and includes drawing, applied geometry, and preparatory work in colouring and modelling. The three following years are spent in acquiring the theory and practice of the chosen subject. The third cycle, which lasts one year, consists in a further course of painting or sculpture, as appropriate.

In addition to these courses, the higher schools of fine arts arrange continuation and specialization courses. Certain scholarships are available for students of the higher schools of fine arts. Free tuition, or a 50 per cent reduction in fees, may be granted in some cases.

The conservatories are divided into two sections—music and theatre. In the former, singing, instrumental music and composition are taught; the latter teaches elocution, acting, choreography and scene designing.

In addition to the common preparatory course, which lasts two years, the teaching of music covers the study of various instruments and of composition. There are also group classes for choral singing, chamber music and orchestral music. The general study of instruments lasts from four to six years, but the advanced courses for piano, violin or 'cello last nine years. There is also an advanced singing course, which lasts eight years.

The theatre section includes a course in dramatic art, a course of ballet dancing, and a course of scenography to train scene painters and stage designers. All these are three-year courses.

TRAINING AND STATUS OF TEACHERS

Primary Teacher-Training Schools

The training course in the primary teacher-training schools lasts 18 months, and candidates (aged between 16 and 28) must have completed the second cycle of secondary education or a course of study of an equivalent standard, and have passed an entrance examination consisting of a written and an oral section (Portuguese, mathematics, geography and history); the written papers are eliminatory.

The Minister of Education decides the number of applicants to be admitted to each training school each year. The figure does not normally exceed 60, though in exceptional cases 80 may be admitted. Two-thirds of the vacancies are reserved for women.

On passing the final examination (written and practical tests), students take a three months' practical course, which is obligatory after the 18 months' study in a training school. Not until this course has been completed can they take the State examination for the primary school teacher's certificate.

Up to 10 per cent of the students in teacher-training schools may be granted free tuition, in addition to which the Ministry awards 40 scholarships of a value of 2,000 escudos each.

The curriculum in the primary teacher-training schools includes the following subjects: principles of education and general methods; psychology applied to education; special methods; school health; physical training; drawing and educational handicrafts; education of girls; music and choral singing; school legislation and management; political and administrative organization of the nation; moral and civic education.

A certain number of teachers are appointed to the *postos escolares* (one-teacher schools) which exist in country districts where there are not enough children of school age to justify the opening of a permanent school. These teachers, after passing an examination, are known as *regentes* or monitors. Candidates must hold the primary school certificate and be at least 20 years of age (for men) or 18 (for women), and not over 45 years of age. The examination is in two parts, one of which is a test of general education, related to the primary school programme; the other, aimed at ascertaining the student's ability to teach, consists of a lesson to be given before a class.

There are two categories of teachers, permanent and temporary. Permanent teachers are those who, as the result of a public examination, have been appointed to posts in schools. They form the general body of teachers. Temporary teachers, of which a group exists in each school district, replace the permanent teachers in case of illness and the like. The *regentes* are organized and appointed in the same way as the ordinary school teachers.

Secondary School Teachers

Candidates for the secondary school teaching certificate must hold an arts or science degree and have passed examinations in all subjects taught in the section of pedagogic studies in the faculty of letters—i.e. theory and history of education, principles of teaching, general psychology, educational psychology and mental testing, and school health.

These conditions apply to those intending to teach drawing or handicrafts, except that, instead of holding an arts or science degree, they must have completed the advanced course of architecture, painting or sculpture at a school of fine arts.

The pedagogic course, which lasts two years, is given at the teacher-training school at Coimbra, under the guidance of qualified teachers. On completion of this course, students take a State examination, success in which carries the secondary school teacher's certificate. Teachers of choral singing and domestic handicrafts take a special examination, part of which is held in public. Intending teachers of choral singing must have taken a course at the National Conservatory. Teachers of

domestic handicrafts must have taken an equivalent course in the intermediate technical schools. Physical training teachers take a two-year course at the National Institute of Physical Education, followed by a course of practical training.

The teaching staff of the secondary schools is divided into the following categories: permanent teachers, assistant teachers, teachers of choral singing, physical education and domestic handicrafts, junior teachers and temporary teachers (who may or may not have degrees).

These teachers are spread over nine groups of subjects: Latin and Greek, Portuguese and French, English and German, history and philosophy, geography, natural science, physics and chemistry, mathematics, drawing and handicrafts.

Vocational and Technical Teachers

The teaching staff of the industrial and commercial vocational schools is divided into two grades—one, corresponding to the first cycle, consists of assistant teachers who teach in the preparatory course and the general continuation course; the other, corresponding to the second cycle, consists of permanent teachers who complete the training of apprentices and foremen and of those pupils who intend to take a more advanced course.

Students intending to teach in either of these two categories must take a practical course lasting two years, under the supervision of qualified teachers, with a State examination at the end of it. In each category the teachers are divided into 12 groups, corresponding to the subjects they teach. Teachers of all grades must have completed an appropriate course of vocational training, and are recruited by public competitive examinations which include a practical section.

Higher Education

Higher education is given by full professors (*catedráticos*), associate professors (*extraordinaires*), lecturers (*agregados*), readers in modern languages, and assistant lecturers (*assistantes*). Full and associate professors are appointed by public competitive examination (classes, dissertations, etc.). Full professors of outstanding distinction may also be recruited by direct invitation.

A full professor holds classes, gives lectures, and supervises practical and research work. After three years' service, a full professor may obtain leave of absence, for purposes of study, for a period not exceeding six months, with full salary. He is also allowed to take a chair in his own subject in a foreign faculty or school, for a period not exceeding two years.

The duty of the associate professor is to assist the full professor in teaching his subject and to direct practical work under the supervision of the full professor; he may in certain circumstances take over a chair or a course of lectures. Full professors and associate professors hold indeterminate appointments. Assistant lecturers are engaged by contract, after nomination by a school; their task is to help the professors in their educational and scientific work. The lecturers (*agregados*) may prepare their own lectures and choose their own subjects. This

title is given to candidates who pass the competitive examination for associate professors, or another examination of equivalent standard.

The faculties or schools may engage as professors any person of recognized scientific or literary distinction, whether Portuguese or foreign.

Readers in modern languages are engaged by contract.

Art Teachers

In schools of fine arts professors occupy chairs and supervise the practical classes which are directed by assistants.

Professors are recruited in two ways: by public competitive examinations, which are open to holders of the certificate of the higher schools of fine arts and to candidates who have taken a course of higher education which included the subject concerned; or by invitation, in the case of persons whose merit has been demonstrated by an artistic or scientific output of exceptional quality.

Assistants are not appointed for life. They are selected from among the holders of certificates of the higher schools of fine arts or candidates who have taken a course of higher education including the subject concerned.

The National Conservatory has three categories of teachers. Those of the first category take the advanced students and groups in singing, composition, piano, violin, 'cello, acoustics and the history of music; those of the second category take the general classes in these subjects, and give lessons in harp-playing, Portuguese, and Italian; those of the third category teach the playing of wind instruments (when this is taught by members of the permanent staff), the theory of music, and the subjects in the theatre section. Teachers are also engaged by contract to teach various subjects.

STATUS OF TEACHERS

All teachers, in every branch of education, are entitled to a pension after 15 years' service, provided they have reached the age of 40. They receive a full pension after 36 years' service, or in the event of total disability contracted in the course of their work; in other cases, the pension is proportional to the length of service.

Teachers are entitled to join the Ministry of Education Pensions Fund and the Civil Servants' Friendly Society, with which they can take out a kind of life insurance. They can also contribute to a family allowance fund, which makes them a monthly payment proportional to the number of their children. Women teachers are entitled to 30 days' maternity leave. A teacher is entitled to six months' sick leave without loss of salary. After that period, if unable to resume work, he is put on unpaid leave for three months, at the end of which he is retired on pension, if he is entitled to a pension, or else taken off the active list until he can resume work.

Teachers suffering from tuberculosis can spend four years in a sanatorium, with full salary. At the end of that period they resume work if they are cured, or retire on a pension if they are not.

ADULT EDUCATION

Decree-law No. 21,896 of 22 November 1936, made evening classes, then in the experimental stage, into a branch of elementary primary education, available to members of either sex of at least 13 years of age.

Decree-law No. 38,968, of 27 October 1952, stated that the education of young people and adults should be given in adult education classes to be held during the day or in the evening, according to circumstances.

These classes are held either in schools, in 'People's Houses' (Casas do Povo), or on trade union premises. Except when they are financed by union bodies, the expenses are met by the appropriate local authorities, but the teachers are paid by the State. The classes may be conducted by primary school teachers, *regentes*, temporary teachers or by any holder of the private primary school teaching certificate. Women's classes must be taken by women teachers. Classes are held twice a day, the hours being fixed to suit local convenience.

There are also regimental schools, for illiterate recruits; at the end of their course, the pupils appear before a board of examiners, headed by a State-employed primary school teacher.

The decree-law also provided for a two-year campaign (1 January 1953—31 December 1954), the National Campaign for Adult Education, whose main purpose is to prepare illiterates aged from 14 to 35 for the elementary

primary examination. The teaching staff will be recruited on a voluntary basis and will be made up of professional teachers or any competent persons who wish to co-operate in the campaign. Teachers will receive a premium of 500 escudos for every pupil successfully prepared for the elementary examination.

SCHOOL WELFARE SERVICES

The School Fund and the School Meals Service are employed to give material and moral assistance to poor pupils in the State primary schools, and thus encourage their regular attendance.

A school fund is obligatory in every school, and a school meals service is arranged wherever funds are available from private or public sources—the necessary equipment being provided by the State.

Meals are also provided in the secondary schools.

Non-scholastic associated activities include (a) talks on subjects connected with the curriculum (such as Portuguese overseas territories, Portuguese history, Portuguese monuments and art); (b) excursions, for study, in the vicinity of the school; (c) longer excursions; (d) recreational activities; (e) school exhibitions; (f) 'preparation rooms' for pupils who wish to work after school hours under the supervision of teachers.

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1. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Infant schools and kindergarten	180	...	...	3 513	1 883
Primary					
Single-teacher schools (<i>postos</i>)	3 393	3 401	3 319	86 012	39 365
Primary schools, public	9 046	13 149	10 364	555 051	250 494
Primary schools, private	837	...	...	30 888	15 210
Secondary					
<i>General</i>					
Secondary schools, public	44	1 154	531	23 920	10 821
Secondary schools, private	324	...	...	24 590	...
Religious seminaries	53	557	...	7 235	...
<i>Vocational</i>					
Commercial and industrial schools, public	70	1 260	328	32 760	7 515
Commercial and industrial schools, private	112	...	...	5 439	...
Schools of agriculture	6	59	...	665	...
School of navigation	1	19	...	319	...
Schools of nursing	8	81	23	895	733
Schools of social work	6	...	...	136	136
<i>Teacher training</i>					
Training schools for primary teachers	15	136	94	2 094	1 653
Training school for secondary teachers	1	12	...	34	22
National Institute of Physical Education	1	13	1	56	19
Training schools for vocational teachers	8	20	1	42	...
Higher					
Universities and higher schools	22	768	36	14 143	3 405
Pontifical Faculty of Philosophy	1	10	...	26	...
Fine arts schools	2	17	...	357	67
Conservatory, public	1	45	14	766	580
Conservatories, private	34	...	...	484	...
Special					
Schools for abnormal children	3	...	...	382	...
Schools for the blind and for the deaf and dumb	6	...	...	587	255

Source. Portugal. Ministério da Educação Nacional. Lisboa, 1953.

2. HIGHER EDUCATION, 1951/52

Faculties	Number of faculties	Teachers		Students enrolled		Degrees awarded	
		Total	F.	Total	F.	Total	F.
Total	22	768	36	14 143	3 405	1 548	362
Law	2	37	—	1 515	160	148	19
Letters	2	55	1	2 046	1 153	88	36
Medicine	3	156	4	2 702	560	243	46
Science	3	131	24	3 099	899	216	100
Agronomy	1	46	1	569	45	51	5
Colonial school	1	22	—	293	—	25	—
Military school	1	66	—	493	—	123	—
Naval school	1	22	—	67	—	20	—
Technology (Higher Institute of Technology and Faculty of Engineering, Oporto)	2	126	1	1 604	80	311	10
Institute of tropical medicine	1	26	—	107	8	29	—
Veterinary science	1	16	—	224	2	39	—
Pharmacy	3	29	5	524	367	175	129
Economic and financial science	1	36	—	900	131	80	17

Source. Portugal. Ministério da Educação Nacional. Lisboa, 1953.

3. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN PUBLIC AND INDEPENDENT PRIMARY SCHOOLS IN 1951/52

Age	Total	Year of school course				Age	Total	Year of school course			
		1	2	3	4			1	2	3	4
Both sexes	671 951	263 975	171 098	148 017	88 861	Girls	305 069	125 801	80 949	66 525	31 794
6	15 305	15 274	31	—	—	6	7 462	7 448	14	—	—
7	138 592	128 474	9 901	217	—	7	66 833	61 823	4 892	118	—
8	142 253	73 063	58 714	10 476	—	8	68 365	34 429	28 834	5 102	—
9	129 523	29 583	52 332	41 576	6 032	9	61 464	13 764	24 910	19 967	2 823
10	109 887	11 295	30 309	43 944	24 339	10	50 236	5 346	13 845	20 616	10 429
11	76 166	4 543	13 844	30 785	26 994	11	31 545	2 293	6 059	13 332	9 861
12	40 615	1 130	4 586	15 198	19 701	12	13 748	518	1 922	5 531	5 777
13	14 195	289	952	4 387	8 567	13	4 011	122	353	1 470	2 066
14 and above	5 415	324	429	1 434	3 228	14 and above	1 405	58	120	389	838

Source. Portugal. Ministério da Educação Nacional. Lisboa, 1953.

4. PUBLIC EXPENDITURE ON EDUCATION, 1952 (in thousands of escudos)

Item	Amount	Item	Amount
Total	436 600	Secondary education	
Administration, inspection, etc.	14 800	Secondary schools	54 700
Pre-school education	—	Vocational schools	68 700
Primary education	227 500	Higher education	64 000
		Post-school and adult education	900
		Special education	6 000

Source. Portugal. Ministério de Educação Nacional. Lisboa, 1953.

Note. Official exchange rate: 1 escudo = 0.03478 U.S. dollar.

PORTUGUESE OVERSEAS PROVINCES

By a decree-law of 1951 the status of each of Portugal's possessions was changed from that of colony to that of an overseas province.

The head of government is a Governor (or Governor-General in the case of Angola and Mozambique) appointed by the central authority in Portugal; with respect to internal affairs the overseas provincial government has complete administrative and financial autonomy.

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Total population (1950): 4,145,184.

Total area: 1,246,700 square kilometres; 481,300 square miles.

Population density: 3.3 per square kilometre; 9 per square mile.

Population within compulsory school age limits (1950): 11,142 (this figure applies only to Europeans and mixed and African 'assimilated population').

Total enrolment (1950): 10,835.

Enrolment of girls as percentage of total: 44 per cent in primary schools.

Pupil-teacher ratio (1951): 33 in primary schools.

Public expenditure on education (1951): 43,298,441 escudos (including native education).

Cost per pupil (1951): 1,436 escudos (European education only).

Official exchange rate: 1 escudo = 0.03478 U.S. dollar.

Based on data transmitted by the Central Office of Public Education, Angola, in June 1953.

LEGAL BASIS

The organization of education is regulated by the following enactments: the *diplomas legislativos* No. 518 of 16 April 1927; No. 755 of 26 March 1928 (regulation of primary education); No. 70 of 15 May 1929; the decree-laws No. 31,207 of 5 April 1941 (on the status of missionaries), No. 36,507 of 17 September 1947 and No. 37,058 of 17 September 1947 (status of secondary education); Law No. 2,025 of 19 June 1947; Decree-law No. 37,028 of 25 August 1948 (status of vocational education); and Ministerial Order No. 7,070 of 6 February 1950 (regulation of native education).

ADMINISTRATION

The Central Office of Public Education (República Central) is headed by a Chief of Services assisted by a staff of inspectors who supervise the public primary schools. One inspector is responsible for the relations of the office with private schools. A Council of Education is constituted to advise the Governor-General on educational policy at all levels; it consists of the Chief of Services and the inspectors, the principals of the public secondary and upper primary schools, the school doctor and a teacher of physical culture, and representatives of the national Catholic missions, the private schools and the parents.

For the administration of primary education the five provinces have their boards (Juntas Provinciais de Ensino) with a director of education in charge, and the provinces are further divided into school zones and subzones.

The government maintains and finances the public school system. It also recognizes and assists the work of private educational agencies, chiefly missions, of which the most important are organized as the national Catholic missions. The State fixes curricula and prescribes the registration of schools and the certification of teachers; subsidies are paid to missions and private agencies on condition that they comply with these regulations.

ORGANIZATION

Primary Education

Two types of schooling are distinguished: that for Europeans and the 'assimilated population' (mixed and African), and that for the natives. The latter is termed rudimentary education (*ensino rudimentar*) and comprises a school course of one preparatory and three standard classes.

Primary education for European and 'assimilated' children is compulsory from 7 to 11 years of age. The medium of instruction is Portuguese and the textbooks are the same as those used in Portugal. The curriculum includes the mother tongue, arithmetic, history of Portugal, geography, nature study, drawing, manual work and singing. In thinly populated areas one-teacher schools (*postos escolares*) are maintained.

Secondary Education

This is governed generally by the regulations applying in metropolitan Portugal. The schools recruit pupils from the fourth class of the primary school, and their purpose is to give a humanist education in preparation for life.

The course covers seven years in three cycles, 2-3-2. The first two cycles are termed general and provide the culture necessary for social life; other goals are to contribute to the physical development of the pupils, to train their intellectual abilities and vocational aptitudes, to form character and strengthen moral and civic qualities. The certificate awarded at the end of the second cycle qualifies for junior administrative posts in the public service. The third cycle, termed preparatory, has the same objectives, but is more particularly directed to preparing pupils for higher education. The curriculum at this point is differentiated according to the faculties or higher schools which pupils intend to enter.

The curriculum of the *liceus* is as follows: in the first cycle, national language and history, French, geography and natural science, mathematics, drawing, religion and ethics, physical education, singing; in the second cycle, Portuguese, French and English, history, geography,

natural science, physics and chemistry, mathematics, drawing, religion, physical education, singing; in the third cycle, Portuguese, Latin, Greek, French, English, German, history, philosophy, geography, natural science, physics and chemistry, mathematics, drawing, political and administrative organization of the nation, religion and ethics, physical education. For girls, practical courses are added to the first two cycles.

Vocational Education

With a few modifications the metropolitan regulations are followed. In 1952 Angola had five schools for commercial and industrial training and one agricultural school (*escola agro-pecuária*). Commercial and industrial schools comprise a preparatory two-year cycle common to all pupils, followed by vocational training proper over three years, with separate courses in commerce, woodwork, mechanics, etc. The agricultural school trains farmers by practical courses lasting three and four years.

Higher Education

Angola has no establishment of higher education. Scholarships are awarded to assist students to continue their studies in Portugal.

Teacher Education

Most teachers are trained in Portugal. There are, however, teacher-training classes attached to the *liceu* Diego Cão, in Sá da Bandeira, where assistant primary teachers are prepared for local certification. A teacher-training school for native primary school teachers is maintained at Cuima, near Nova-Lisboa.

ADULT EDUCATION

Literacy courses for adult Africans are run by the Catholic and Protestant missions.

STATUS OF TEACHERS

Teachers in Angola have all the rights granted to oversea officials. Primary school teachers are appointed by the Governor-General, those in secondary schools by the Ministry of Oversea Territories. All teachers retire at 65, but they may do so earlier for health reasons.

SCHOOL WELFARE SERVICES

As in Portugal, Angola has a branch of the national youth movement, Mocidade Portuguesa, to which all boys, regardless of race, may belong. The organization arranges camps, sports, art exhibitions, etc.

A school canteen operates in the *liceu* Salvador Correia in Luanda and in a number of schools in the districts of Huíla, Mossamedes and Benguela.

TRENDS AND PROBLEMS

Angola at present faces three main educational problems;

1. The extension of schooling for natives; the State is beginning to take a direct part by aiding the missions.
2. Construction and equipping of new primary schools to meet the extraordinary growth of the 'civilized' population through immigration.
3. Establishment of new vocational schools at lower secondary level which are becoming increasingly popular and have the task of training professional staff for industry and commerce.

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1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Insti- tutions	Teachers	Pupils	
			Total	F.
Primary				
Public schools	122	230	13 586	5 962
Mission schools	48	106		
Private schools	37	72		
Secondary				
General				
Public schools	2	41	2 277	1 094
Mission schools	7	56		
Private schools	13	77		
Vocational				
Public schools	12	63	1 548	353
Mission school	1	5		
Private schools	3	17		
Teacher training				
Public schools	2	10	154	9
Mission school	1	...		

Source. Portugal, Instituto Nacional de Estatística. *Anuário Estatístico do Ultramar, 1950-1951*. Lisboa. 1952.

2. PUBLIC EXPENDITURE ON EDUCATION, 1950-51 (in escudos of Angola)

Item	Amount
Total 1951	43 298 441
Total 1950	34 294 491
Public schools	13 085 436
Subsidies to Catholic missions	10 413 040
Other subsidies	3 608 000
Building, furniture and school supplies	7 188 015

Source. Angola. Repartição Central dos Serviços de Instrução Pública.

CAPE VERDE ISLANDS

Total population (1951 midyear estimate): 150,000.
Total area: 4,033 square kilometres; 1,557 square miles.
Population density: 37 per square kilometre; 96 per square mile.
Total enrolment (1951): 5,559 in primary schools.
Enrolment of girls as percentage of total: 40 per cent.

The province consists of 10 islands and several smaller islets.

Public education is provided in all communities by

Public expenditure on education (1950): 1,843,000 escudos.

Official exchange rate: 1 escudo = 0.03478 U.S. dollar.

means of primary schools with a four-year course or by one-teacher schools (*postes escolares*). One secondary school, a national *liceu*, serves the province as a whole.

1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Pupils	
			Total	F.
Primary				
Primary schools, public	1 114	161	5 559	2 202
Secondary				
Secondary school, public	1	18	454	...

Source. Portugal. Instituto Nacional de Estatística. *Anuário Estatístico do Ultramar 1950-1951*. Lisboa. 1952.

1. Including one-teacher schools which totalled 97 in 1950.

2. PUBLIC EXPENDITURE ON EDUCATION, 1950
(in thousands of escudos)

Item	Amount
Total	1 843
Administration, inspection, etc.	42
Primary education	1 261
Secondary education	456
Vocational training	76
Post-school and adult education ¹	8

Source. Portugal. Instituto Nacional de Estatística. Lisboa.

1. Including expenditure on libraries, museums and school youth organizations.

MOZAMBIQUE

Total population (1951 midyear estimate): 5,781,000.
Total area: 771,125 square kilometres; 297,732 square miles.
Population density: 7 per square kilometre; 19 per square mile.
Total enrolment (1951): 159,729 in primary schools.
Enrolment of girls as percentage of total: 37 per cent.

The Department of Education in Lourenço Marques exercises general authority over all schools in the territory. It lays down standards, curricula, the qualifications and appointments of teachers, and approves textbooks.

The public school system embraces primary schools, academic secondary schools or *liceus*, and vocational schools at lower and higher level.

Public expenditure on education (1950): 18,604,000 escudos.

Official exchange rate: 1 escudo = 0.03478 U.S. dollar.

Subject to general regulation by the government, missions and private agencies are assisted in educational work. The main part of African schooling is ensured by Catholic missions whose system includes primary, secondary and vocational schools.

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1. PUBLIC EXPENDITURE ON EDUCATION, 1950 (in thousands of escudos)

Item	Amount
Total budgetary expenditure	18 604
Administration, inspection, etc.	1 153
Primary education	8 288
Secondary education	3 944
Vocational training	4 196
Post-school and adult education ¹	1 023

Source. Portugal. Instituto Nacional de Estatística. Lisboa.

1. Including expenditure on libraries, museums and school youth organizations.

PORTUGUESE GUINEA

Total population (1951 midyear estimate): 517,000.
 Total area: 36,125 square kilometres; 13,948 square miles.
 Population density: 14 per square kilometre; 37 per square mile.
 Total enrolment (1951): 3,295 in primary schools.
 Enrolment of girls as percentage of total: 24 per cent.

In the province of Guinea both public and private provision is made for education. The public school system comprises primary schools, lower vocational schools and

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Pupils	
			Total	F.
Primary				
Public schools	99	225	159 729	58 561
Mission schools	1 011	1 184		
Private schools	24	33		
Secondary				
<i>General</i>				
Secondary schools, public	1	35	902	356
Secondary schools, private	5	32		
<i>Vocational</i>				
Public schools	10	80	9 727	1 656
Mission schools	44	131		
Private schools	2	13		
<i>Teacher training</i>				
Mission schools	3	12	215	—
Others				
Sacerdotal mission schools	4	18	87	—

Source. Portugal. Instituto Nacional de Estatística. *Anuário Estatístico do Ultramar, 1950-1951*. Lisboa, 1952.

Public expenditure on education (1950): 652,000 escudos.

Official exchange rate: 1 escudo = 0.03478 U.S. dollar.

one national secondary school or *liceu*. Most of the African education is conducted by Catholic missions.

1. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers	Pupils	
			Total	F.
Primary				
Public schools	13	79	3 295	784
Mission schools	45	...		
Schools in military units	2	4		
Secondary				
<i>General</i>				
Secondary school, public	1	11	46	9
<i>Vocational</i>				
Public schools	2	9	67	28
Mission schools	2	...		

Source. Portugal. Instituto Nacional de Estatística. *Anuário Estatístico do Ultramar, 1950-1951*. Lisboa, 1952.

2. PUBLIC EXPENDITURE ON EDUCATION, 1950
(in thousands of escudos)

Item	Amount
Total	652
Primary education	526
Secondary-vocational	36
Post-school and adult education ¹	90

Source. Portugal. Instituto Nacional de Estatística. Lisboa.

1. Including expenditure on libraries and museums.

SAO TOME AND PRINCIPE

Total population (1951 midyear estimate): 60,000.
Total area: 964 square kilometres; 372 square miles.
Population density: 62 per square kilometre; 160 per square mile.
Total enrolment (1951): 2,444 in primary schools.
Enrolment of girls as percentage of total: 31 per cent.

Public expenditure on education (1950): 546,000 escudos.

Official exchange rate: 1 escudo = 0.03478 U.S. dollar.

SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Pupils	
			Total	F.
Primary				
Public schools	9	30	2 444	754
Mission schools	6	7		
Private schools	1	3		
Secondary				
Vocational public school	1	5	66	—

Source. Portugal. Instituto Nacional de Estatística. *Anuário Estatístico do Ultramar, 1950-1951*. Lisboa, 1952.

These two islands in the Gulf of Guinea are administered as a simple province. Education provided by the government and the missions is chiefly at the primary level.

MACAO

Total population (1951 midyear estimate): 188,000.
Total area: 18 square kilometres; 7 square miles.
Population density: 10,444 per square kilometre; 26,857 per square mile.
Total enrolment (1950): 15,281.

This province consists of the town and peninsula of Macao on the south coast of China.

Education is supervised by the government, which maintains a number of primary and vocational schools and one *liceu*. Most of the schools in the territory are established by private individuals or agencies.

1. PUBLIC EXPENDITURE ON EDUCATION, 1950 (in thousands of escudos)

Item	Amount
Total budgetary expenditure	2 141
Administration, inspection, etc.	3
Primary education	1 186
Secondary education	825
Post-school and adult education ¹	127

Source. Portugal. Instituto Nacional de Estatística. Lisboa.

1. Including expenditure on libraries and museums.

Enrolment of girls as percentage of total (estimate): 40 per cent.

Public expenditure on education (1950): 2,141,000 escudos.

Official exchange rate: 1 escudo = 0.03478 U.S. dollar.

2. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Pupils
Primary		
Public schools	5	{ 15 281
Mission schools	2	
Private schools	57	
Secondary		
<i>General</i>		
Secondary schools, public	1	{ 3 572
Secondary schools, private	20	
<i>Vocational</i>		
Public schools	1	{ 1 290
Mission schools	1	
Private schools	15	
Others		
Sacerdotal mission school	1	113

Source. Portugal. Instituto Nacional de Estatística. *Anuário Estatístico do Ultramar, 1950-1951*. Lisboa, 1952.

PORTUGUESE INDIA

Total population (1951 midyear estimate): 639,000.
Total area: 3,983 square kilometres; 1,538 square miles.
Population density: 160 per square kilometre; 415 per square mile.
Total enrolment (1951): 11,301 in primary schools.
Enrolment of girls as percentage of total: 43 per cent.

The territory comprises Gôa and some adjacent islands and a number of other coastal towns.

The Governor-General is advised on educational policy by a Council of Public Instruction, and the public system of schools comprises primary schools, a secondary school or *liceu* and a teacher-training school. Missions play a large part in providing primary education; and private agencies have established secondary and vocational schools.

Public expenditure on education (1950): 5,966,000 escudos.

Official exchange rate: 1 escudo = 0.03478 U.S. dollar.

REFERENCE

PORTUGAL. MINISTÉRIO DAS COLÓNIAS. AGÊNCIA GERAL. *O liceu nacional Afonso de Albuquerque em Nova Gôa*. Lisboa, Agência Geral das Colónias, 1946. 38 p.

1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions Teachers		Pupils	
			Total	F.
Primary				
Public schools	145	243	11 301	4 821
Mission schools	205	242		
Private schools	9	16		
Secondary				
<i>General</i>				
Secondary school, public	1	21	686	146
Secondary schools, private	4	13		
<i>Vocational</i>				
Mission school	1	4	597	108
Private schools	3	10		
<i>Teacher training</i>				
Public schools	1	4	32	28
Higher				
School of Medicine of Nova Gôa	1	21	182	24
Others				
Sacerdotal mission schools	2	16	129	—

Source. Portugal. Instituto Nacional de Estatística. *Anuário Estatístico do Ultramar, 1950-1951*. Lisboa, 1952.

2. PUBLIC EXPENDITURE ON EDUCATION, 1950
(in thousands of escudos)

Item	Amount
Total budgetary expenditure	5 966
Administration, inspection, etc.	63
Primary education	1 593
Secondary, general	1 276
Secondary, vocational	171
Teacher training	92
Higher education	2 525
Post-school and adult education ¹	246

Source. Portugal. Instituto Nacional de Estatística. Lisboa.

1. Including expenditure on libraries, museums and the Catholic church.

TIMOR

Total population (1951 midyear estimate): 450,000.
Total area: 18,990 square kilometres; 7,332 square miles.
Population density: 24 per square kilometre; 61 per square mile.
Total enrolment (1950): 3,429 in primary schools.

Public expenditure on education (1950): 166,000 escudos.

Official exchange rate: 1 escudo = 0.03478 U.S. dollar.

SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Insti- tutions	Teachers	Pupils	
			Total	F.
Primary				
Public schools	2	2	3 429	531
Mission schools	30	72		
Secondary				
Public school	1	5	47	8
Private schools	2	3		

Source. Portugal. Instituto Nacional de Estatística. *Anuário Estatístico do Ultramar, 1950-1951*. Lisboa, 1952.

In the overseas province of Timor education is provided chiefly by missions. The public school system comprises a few primary schools and a *liceu*.

RUMANIA

Total population (1951 midyear estimate): 16,200,000.
Total area: 237,000 square kilometres; 91,500 square miles.
Population density: 68 per square kilometre; 177 per square mile.

LEGAL BASIS

Article 81 of the new constitution of the Rumanian People's Republic (Constitution of 24 September 1952) contains the following provisions concerning education: 'The citizens of the Rumanian People's Republic have the right to education. This right is guaranteed through general, free and compulsory education, through the system of State scholarships for deserving students and pupils in higher, secondary and primary educational establishments, and through the organization, in industrial firms, State enterprises, machine and tractor stations and collective farms, of free vocational education for workers. Education, at all levels, is a responsibility of the State.'

After the proclamation of the Rumanian People's Republic (December 1947), substantial reforms were introduced in the field of education. The Law for the Reform of the Educational System of 3 August 1948 specifies that the basic aim of education is to inculcate in children the spirit of popular democracy, i.e. socialism, so that they can take an active part in the building of communist society. This implies a State-organized, uniform educational system, based on Marxist-Leninist principles and the experience of Soviet educationists.

ADMINISTRATION

The administration of public education is centralized and is the responsibility of the Ministry of Education.

The country's economic life is governed by State plans (the first dating from 1949 and the second from 1950, while the third—the first five-year plan—covers the period 1951-55). Education is an important feature of the present plan; provision is made for the complete disappearance of illiteracy and an increase in the number of schools and pupils by the end of the five-year period. The number of children receiving pre-school education should be double that of 1950; in the case of secondary education the increase over the same period should be one of 28 per cent, while in the case of higher education students a 40 per cent increase is expected.

The five-year plan also provides for an extension of educational assistance by the granting of new scholarships and the building of new schools and university hostels.

During the five years of this plan's application, 74 milliard lei¹ will be invested in education and culture, 40 milliard of which will be spent on schooling.

1. 1 Soviet rouble = 2.80 lei.

Illiteracy rate (1948 census) 7 years of age and over: 23 per cent.

Based on published sources, prepared in February 1953.

ORGANIZATION

Pre-school education, which is not compulsory, is provided for children from 3 to 7 years of age. Full-time establishments for this purpose are administered by the educational authorities, the factories and farms, and temporary nurseries which relieve peasants of the care of their children during the summer.

Primary Education

There is one uniform type of school, which is free and compulsory for all children from 7 to 14 years of age (period of compulsory schooling). No private primary schools exist. The Church is separated from the State; religious instruction is provided after school hours for all children whose parents so desire.

Primary education consists of two cycles—the lower cycle (for children from 7 to 11 years of age) and the upper cycle (for children from 11 to 14 years of age). There are also schools combining all the seven classes, the two cycles being covered in the same building. Textbooks are drawn up by authors' commissions appointed by the Ministry of Education.

Secondary and Vocational Education

Secondary education comprises classical education, vocational schools, teacher-training schools and academies of music, decorative art, etc. It begins after the seventh year of studies, at the age of 14, and its duration varies according to the type of establishment concerned.

The 1951-55 five-year plan providing for a substantial increase in the country's industrial output will necessitate an increasingly large number of technicians and hence the opening of new technical, industrial and agricultural schools. There are also vocational schools attached to the factories, etc., which are responsible for training the workers they employ.

Since 1948, boarding schools have been available for pupils living too far from secondary schools. In 1950, 118,000 secondary school pupils held State scholarships.

Higher Education

Technical faculties have made considerable headway, in keeping with the country's industrial development. In the industrial centres of Petrosani, Brad, Câmpulung and

Constantza, new technical faculties have been set up. A third of the total student enrolment in higher educational establishments is taken by the technical faculties.

Higher schools of economics have been opened. The courses are based on fundamental Marxist-Leninist principles. Prospective social science teachers attend the new Higher School for Social Sciences in Bucharest (Zhdanov School).

There are nine institutes for instruction in the fine arts (theatre, films, dancing, visual arts).

Over half the students enrolled in the various faculties receive State scholarships (35,000 in 1950), and the five-year plan provides for an increase to 75 per cent by 1955.

In some faculties (e.g. the faculty of mathematics and physics in the University of Bucharest and the Petrosani Coal Institute), 80 to 90 per cent of the students hold State scholarships. In the faculties of engineering, all the students are scholarship holders.

One of the government's main concerns has been to create a new 'intelligentsia' from the people. Before 1944, only 3 per cent of the students came from the peasantry and the working class, as against 32 per cent in 1949-50; since 1950 the great bulk of students has been drawn from these quarters.

In 1938, there were 1,200 student hostels, which could accommodate only 5 per cent of the students. By 1950, there were 13,531 such hostels, catering for a third of the student population.

EDUCATION OF ETHNIC MINORITIES

The various ethnic minorities in Rumania have schools which provide instruction in their mother tongue. German schools exist in Transylvania, and a Serbian high school operates at Timisoara.

As regards higher education, the Bolyai Hungarian University at Cluj has seven faculties. Cluj also has an Agronomical Institute (one faculty) and an Institute of Fine Arts (three faculties); Hungarian is the vehicle of instruction here, as also at the Târgu Muresh Institute of Medicine and Pharmacy.

For the academic year 1949/50, the ethnic minorities had 770 pre-school establishments, 2,170 primary schools, 81 secondary schools and the two Hungarian universities of Cluj and Târgu Muresh, with an over-all enrolment of about 300,000.

YOUTH ORGANIZATIONS

Under the preamble of the Law on the Reform of Education, education in the spirit of popular democracy also implies the organization of out-of-school activities designed to strengthen the links between schools and the social life of the community.

In December 1948, in compliance with these provisions, the Pioneers' (Scouts') Movement was organized. It comprises pupils from 9 to 14 years of age who have passed their examinations and have shown a good knowledge of elementary Marxist-Leninist principles. The movement now numbers some 150,000 members.

ADULT EDUCATION

Secondary 'evening' schools have been set up for workers, who, on the successful completion of their course, may continue their studies on an equal footing with pupils of the ordinary secondary school grade. In 1950, there were 27 secondary evening schools, with an attendance of 2,500. Three new technical colleges for the training of specialist workers and peasants have been established in Bucharest, Braila and Cluj; they had an attendance of 900 in 1949/50. In Bucharest and four other towns, 13 industrial schools for specialist workers and peasants were opened in 1949.

In 1951, 310,000 persons attended special literacy courses. At the end of the war, Rumania had 4,223,000 illiterates; over 2 million of these have already learnt to read and write. Under the five-year plan, illiteracy should be completely eradicated by 1955.

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SUMMARY OF SCHOOL STATISTICS, 1951

Level of education	Institutions	Students
Pre-school	* 4 000	* 200 000
Primary	* 15 000	* 1 800 000
Secondary	...	* 100 000
Vocational	...	* 107 000
Higher	13	* 55 300

Source. Estimates derived from different official sources.

SAARLAND

Total population (1951 midyear estimate): 954,000.
Total area: 2,559 square kilometres; 988 square miles.
Population density: 373 per square kilometre; 966 per square mile.

Total revenue (1951/52 budget): 56,276,250,300 French francs.
Public expenditure on education (estimate): 9.28 per cent of the ordinary budget.

LEGAL BASIS

Education is based on Articles 27 to 34 of the Constitution of 3 January 1948.

ADMINISTRATION

A Minister of Education and Church is responsible for the general policy and direction of schooling. Both public and private schools exist at all levels. For the administration and supervision of schools the country is divided into 14 school districts, each in the charge of an inspector.

The university is an autonomous institution, with a budget provided in equal parts by the State and the French Republic.

ORGANIZATION

Pre-school education. Kindergartens for children from 3 to 5 are maintained principally by Catholic and Protestant bodies.

Primary education. The State primary school provides a course of eight years (ages 6 to 14), corresponding to the basic stage of compulsory education. After 14 years of age pupils remain subject to part- or full-time education until they reach 18.

Secondary education. After the fourth class of the primary school, pupils may take the entrance examination for secondary schooling. The general secondary schools are classified according to the type of curriculum: the classical *Gymnasium* (compulsory Latin, Greek, French, with optional Hebrew and English); the *Realgymnasium* (compulsory Latin, French and English), which sometimes has also a modern or scientific stream; and the *Oberrealschule* (French and English, with mathematics, physics and

Official exchange rate: 1 French franc = 0.002857 U.S. dollar.

Based on published sources, prepared in July 1953.

chemistry). As a rule the secondary course lasts nine years and leads to a baccalaureate examination which gives access to the university.

A French *lycée* is maintained at Sarrebruck and accepts both French and Saar pupils.

Vocational education. This is provided by a wide range of institutions designed to suit the economic needs of the country and to ensure continued education for pupils between the ages of 15 and 18. The following types of school may be distinguished: commercial schools (full-time attendance over two years); vocational schools of commerce (part-time attendance over three years while students serve their apprenticeship); trade schools (part-time for three years, and specialized for the different trades); home economics schools (both full-time and part-time); and schools of music. At a higher level there are a number of specialized institutions: the Saar School of Arts and Crafts which deals with both fine and applied arts; the State Higher Technical School for architects and engineers; and the State Conservatory of Music.

Higher education. The university has four faculties: arts, law, science, medicine, as well as a number of institutes. In the student body and the teaching staff the university is acquiring an international character.

Teacher education. The three teacher-training schools for primary teachers are denominational. Secondary school teachers are trained at the university.

Special education. There is one school for deaf-and-dumb and blind children.

REFERENCE

L'enfant et nous. n° 10. Paris. S.E.T.I.A.C. n.d. (Special issue devoted to Saarland education).

1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Primary schools	759	2 820	1 147	113 822	56 349
Secondary					
Secondary schools	22	523	133	9 490	3 422
Vocational and commercial schools	...	1 772	1 351	40 608	24 472
Teacher-training colleges	3	...	...	800	...
Higher					
University	1	202	...	1 270	...

Source. *The Statesman's Yearbook*. London, 1953.

1. Including 272 part-time teachers (78 female).
2. Professors and lecturers.

2. HIGHER EDUCATION, 1952/53

Faculty	Students enrolled
Total¹	1 415
Arts	331
Law	
Law section	195
Economics section	326
Science	210
Medicine	124
Interpreters' Institute	114
Pedagogical Institute	59
European Institute	56

Source. Universität des Saarlandes. 'Einschreibungen. Stand vom 23.III.1953' (St. nr. 3872), *Mitteilungsblatt*, Nr. 8, 15.IV.1953, Saarbrücken.

1. Including 34 double inscriptions.

SAN MARINO

Total population: 13,000.

Total area: 61 square kilometres; 24 square miles.

Population density: 215 per square kilometre; 540 per square mile.

Population within school age limits (estimate): 1,300.

Total enrolment: 1,255 in primary schools.

Enrolment of girls as percentage of total: 44 per cent in primary schools.

Pupil-teacher ratio: 40.

LEGAL BASIS

The Republic of San Marino has pre-school education (nursery or infant school); primary education; and secondary education divided into the general intermediate school (*scuola media unica*), higher gymnasium (*ginnasio superiore*) and classical lyceum (*liceo classico*). All these types of school are maintained entirely by the State with the exception of the nursery schools, and even these receive considerable government subsidies.

Primary education is free and compulsory, and State schools exist in the city, in the 'Castelli', and in almost all parts of the country. Some schools have been built quite recently and all of them are clean, well arranged and excellently equipped with teaching materials. In the larger villages the schools comprise all five primary forms; in

National income: 600 million lire.

Public expenditure on education (1950/51): 25,342,479 lire.

Cost per pupil: approximately 10,000 lire.

Official exchange rate: 100 lire = 0.16 U.S. dollar.

Prepared by the Preside del Ginnasio Liceo and approved by the Segretario di Stato per gli Affari Esteri, San Marino, in May 1953.

smaller places only the first three years are at present provided for.

An Educational Statute was approved by Parliament (the *Consiglio Grande e Generale*) on 12 August 1946, and has the force of law.

Generally speaking, since the secondary schools of San Marino are equivalent to those of Italy, the statute follows the same lines as the regulations governing Italian schools; certain of its provisions, however, relate solely to San Marino. For instance, after the end of the second term, no pupil can be transferred from an Italian school to the corresponding class in San Marino; but 'exceptions may be made in the case of nationals of San Marino or children of families which move into that Republic in order to take up employment there'.

Again, as regards admission to the schools, the statute

DIAGRAM



GLOSSARY

liceo: upper general secondary school.
scuola materna: pre-primary school.
scuola media unica: lower general secondary school.
scuola primaria: primary school.

HIGHER EDUCATION

A. Higher education abroad.

EXAMINATIONS

esame d'ammissione: entrance examination to scuola media unica.

esame di licenza: entrance examination to third year of liceo.

esame di liceo: entrance examination to liceo.

esame di maturità: terminal secondary studies examination.

gives priority to nationals of San Marino; to pupils who, though not of San Marinese nationality, are the children of San Marinese mothers; and to pupils resident in the territory of San Marino. For purposes of enrolment, boarders at the Nobile Collegio Belluzzi are on the same footing as nationals of San Marino.

Thus, Article 37 of the statute states that 'pupils not of San Marinese nationality, coming from Italian schools, are not admitted to the second and third forms of the lyceum' (i.e. the two highest classes). In other words, pupils who are not nationals of San Marino must attend the lyceum throughout the last three years of the course, if they wish to matriculate at San Marino. For the same reason, a pupil not of San Marinese nationality is not allowed to cut short his course at the lyceum, as a San Marinese pupil may do if he obtains an average mark of 80 per cent in the qualifying examination for the third form at the lyceum.

As all schools in San Marino are equivalent to the corresponding schools in Italy, the curricula and syllabuses are the same. Compulsory extra subjects are, however, the

history of San Marino (in the three years of intermediate school) and domestic law and constitutional law of San Marino (in the two highest forms of the lyceum).

The lyceum acts as a permanent and independent centre for State examinations, and the certificates obtained there are recognized by decrees, as if they were obtained in Italy.

The primary schools are attended almost exclusively by children of San Marinese nationality; but the secondary schools, particularly in the higher forms, have an appreciable proportion of Italian (though rarely foreign) pupils.

ADMINISTRATION

As already explained, all types of school in San Marino, except the nursery schools, are maintained by the State.

The school administration is headed by a Director of Education, whose functions are equivalent to those of a minister of education; his is, in fact, one of the most

important of the 10 government departments. (The competent commission is the Educational Commission, a technical body composed of advisory groups.) This branch of the government service consists of a Directorate of Education for primary schools and a single Superintendence for all secondary schools. As all these are State schools, the salaries of the teachers and of the director, the superintendent and the administrative staff are paid by the State. Annual budgetary appropriations are also made for school libraries, science laboratories, furniture and equipment. School buildings being State property, the government pays for their construction and maintenance.

All education is public; there are no private schools in San Marino. Entrance and tuition fees are about half those payable by pupils in Italian schools, and are negligible in comparison with the expenses borne by the State.

ORGANIZATION

The educational establishments of San Marino are divided into the following categories: nursery schools, primary schools and secondary schools. They are all co-educational.

The nursery schools are attended by children from the age of 3. There are infant schools at Città Borgomaggiore, Serravalle, Faetano and Montegiardino; they are run by nuns who have received specialized training.

At 6 years of age, the children enter the first class in a primary school. The primary schools have five classes, and at the conclusion of the course pupils sit for the primary school certificate (*licenza elementare*), which is terminal in nature.

Only after passing a separate entrance examination, therefore, can pupils be enrolled in the first form of the intermediate school. Pupils from the fourth class of the primary schools can also sit for the intermediate school entrance examination, without holding the primary school certificate, provided they have reached the prescribed age of 10.

At the end of their third year, they sit for the intermediate school certificate or *licenza media*, which entitles them to enter the upper secondary school or certain other types of school (scientific, vocational and teacher training) which do not exist in San Marino so that students have to go to Italian schools. In the upper secondary school two years of study (the gymnasium cycle) lead to an entrance examination for the lyceum cycle of three further years. At the conclusion of their lyceum course, students sit for the Classical Matriculation Certificate, which admits them to any type of university or higher educational institution. As San Marino itself has no such establishments, all pupils, whether nationals of that Republic or not, who matriculate there and wish to study for a degree are obliged to enter a university or higher educational institution in Italy. The universities most frequently chosen by students from San Marino are Bologna, Rome, Modena, Florence and Urbino.

San Marino has no institutions for handicapped or abnormal children, but such unfortunate cases (which are happily very rare) have recourse to the appropriate Italian institutions.

STATUS OF TEACHERS

There is a body of legislation concerning employees in general, including teachers, which governs the conditions of employment, fixes the retiring age at 65, and provides for a pension at the end of 40 years' service. Appropriate schedules and regulations deal with salaries, accident insurance, special indemnities and family allowances.

SCHOOL WELFARE SERVICES

The government, through the Welfare Office (*Ufficio di Assistenza e Previdenza*), gives assistance to needy pupils during the period of compulsory education, providing them with all school materials and even with clothes. Moreover, through the 'after school' service, it provides meals for all pupils without exception. A school doctor supervises the hygiene of the buildings and the health of the pupils. The secondary schools have a regular programme of physical training, covering two hours a week for each form. A special teacher instructs the children—boys and girls being taken in separate groups—in accordance with the timetable and method adopted in Italian schools. The programme consists of gymnastic exercises, walks, or athletic competitions. The children also engage in a considerable amount of sport out of school hours, and good playing fields, tennis courts, skating rinks, etc. are available.

For cultural and recreational purposes, a students' club exists, to which all lyceum pupils belong. There is also a students' section of the Dante Alighieri association.

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BENFENATI, Armando. 'Istruzione ed educazione pubblica'. *Ripresa nazionale*, anno 3, no. 5-6, p. 248-49, maggio-giugno 1950. Milano.

1. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Insti- tutions	Teachers		Students	
		Total	F.	Total	F.
Kindergartens	5	5	5	269	137
Primary schools	18	38	32	1 255	550
Secondary schools	3	24	5	186	53

Source. Repubblica di San Marino. Segreteria di Stato per gli Affari Esteri.

2. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN SECONDARY SCHOOLS, 1952/53

Class	Enrolment		Average age	Class	Enrolment		Average age
	Boys	Girls			Boys	Girls	
Total	128	45	.				
First intermediate year	21	10	11	Fifth year (gymnasium)	10	2	15
Second intermediate year A	4	14	12	First lyceum year	23	1	16
Second intermediate year B	16	—	12	Second lyceum year	17	4	17
Third intermediate year	18	4	13	Third lyceum year	10	5	18
Fourth year (gymnasium)	9	5	14				

Source. Repubblica di San Marino. Segreteria di Stato per gli Affari Esteri.

SAUDI ARABIA

Total population (1951 midyear estimate): 6 million.
Total area: 1,546,000 square kilometres; 597,000 square miles.
Population density: 4 per square kilometre; 10 per square mile.

Prepared by the Director-General of Education, Mecca, in 1951 and not since revised.

LEGAL BASIS

Education in Saudi Arabia is open to all, whether rich or poor, as a realization of the principle of the equality of opportunity. There is no compulsory education law, and individuals are free to use their right to educate their sons or not; owing to the fact that the people are not yet fully culturally conscious, the Directorate-General of Education is of the opinion that the time has not yet come for the application of compulsory education from 6 to 12 years of age. Nevertheless, the main lines of educational policy have already been laid down and aim at the expansion of education throughout the country and at fighting illiteracy, both as regards the three R's as well as intellectual illiteracy. In this, it is simply trying to apply the principles and the teachings of Islam, which call for the elimination of ignorance and the propagation of knowledge.

ADMINISTRATION

The administration of education is a function of the Directorate-General of Education, which takes the place of the ministries of education of other countries. There are no local authorities or education councils in any of the towns of the country. However, in order to lighten the load on the central administration and to get rid of the highly centralized system, a plan of decentralization has

been laid down and applied, whereby the country is divided into educational areas, each headed by a Director of Education who has the power to supervise, orientate and inspect the schools of his area without reference to the central authority except on important questions.

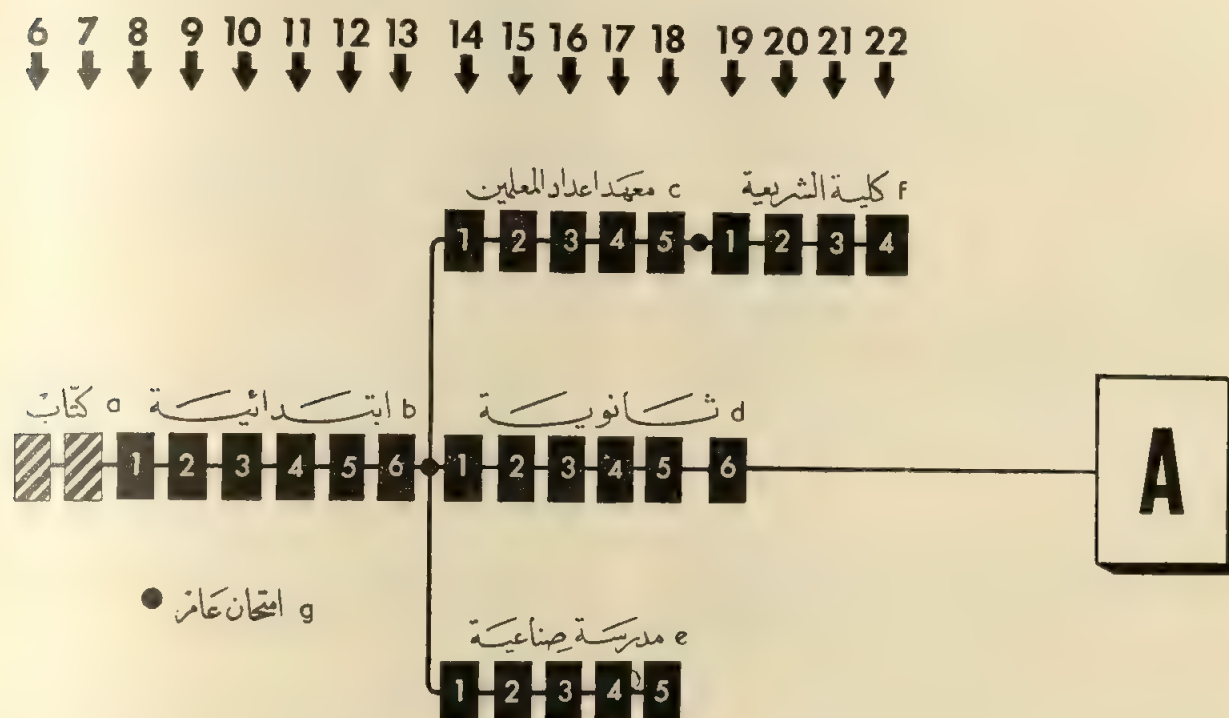
The administration of education comprises:

1. The Education Council, which lays down the main lines of educational policy, educational regulations and the budget. It is made up of eight prominent members and is presided over by the Director of Education.
2. The Executive Committee, which nominates teachers and decides on their competence, transfer and promotion.
3. The Bureau of Inspection, which aims at propagating new educational ideas and new methods of organization. It aims at advising and orientating the teachers and not at rashly criticizing them and finding fault with them. Inspection is divided as follows:
 - (a) The inspection of rural and village schools.
 - (b) The inspection of primary schools.
 - (c) The inspection of secondary schools.
 - (d) The inspection of religious subjects.

Finance

Education is free for all the people at all levels. No fees are levied and no specific taxation for education is collected.

DIAGRAM



GLOSSARY

(a) *kuttāb*: Koranic school, ungraded school for teaching reading and memorization of the Koran, writing and arithmetic.

(b) *ibtidā'iyah*: primary school.

(c) *maḥad i'dād al-mua'llimīn*: teacher-training school.

(d) *thānawiyah*: general secondary school.

(e) *madrasah ṣinā'iyah*: occupational secondary school.

(f) *kulliat al-shari'ah*: college of Mohammedan law.

EXAMINATION

(g) *imtiḥān 'ām*: public examination.

HIGHER EDUCATION

A. *al-ʿalim al-ʿālī fil-khārij*: higher education abroad.

The government, therefore, bears all the expense of education—indeed, in order to encourage students to enter schools, especially poor students, the government has carried gratuity to the maximum by granting some students monthly stipends, especially to students of the Saudi Institute and the College of Mohammedan Law, in order to ensure a supply of graduates from these two institutions to meet the great need within the country for teachers, preachers and judges. The budget rose from half a million riyals in 1945 to 7 million riyals in 1951.¹

Buildings and Supplies

The Directorate of Education is giving a great deal of attention to the establishment of healthy school buildings

in all areas of the country. It has succeeded in doing this, particularly in the area of Ahṣa', where it has specially stressed that the schools shall be well lighted and ventilated and kept scrupulously clean, with sanitary facilities as well as special playgrounds. Perhaps the village schools meet these conditions at the present time better than the town schools. Great effort has also been expended in equipping the schools with adequate furniture, teaching equipment and textbooks.

Private Schools

There are only a handful of private schools in the country, both primary and secondary, which follow their own policies and are not connected with the public school system. The Directorate of Education is in the process of laying down regulations which will empower it to supervise and orientate the private schools and to relate their programmes and

1. Official exchange rate in 1951: 1 riyal = 0.2602 U.S. dollar.

methods to the public school system, in order to unify the aim of education and to have one single school system for all. There are also some independent schools at Dahrán, administered by the Arabian-American Oil Company. The Directorate of Education has established a special bureau to supervise these schools and their programmes of study, and to report to the central authority that these schools are following the main aims of education in the country.

ORGANIZATION

Village Schools

According to the village school regulations, a village school is one situated in a place which is not called a town and in which the people live a rural life. To these are added schools in towns which do not provide enough students to warrant opening a primary school. The minimum number for opening a primary school has been fixed at 60 students.

Primary Schools

The aim of primary education is to prepare a child for living in his own environment, to develop his abilities and tendencies as far as possible and to enable the intelligent to pursue a higher level of education. The duration of primary education is six years, beginning with the sixth year and ending with the twelfth year of age. No foreign language is taught in the primary school, for the time is utilized in teaching the pupil the principles of his own religion and of the Arabic language. This lack of foreign language is compensated for in the secondary schools.

Secondary Education

The secondary school is of six years' duration after completion of the primary school. Among its main aims is the preparation of young men for entrance to universities abroad. The most important secondary school is the school for the preparation of educational missions (students sent abroad). The other schools follow the programme of this school.

Side by side with the secondary schools are institutions for the education of primary teachers, to which students are admitted after completion of the primary school. These institutions are at Anaizah, Shaqra, Madinah, and the Saudi Institute of Learning. Graduates of all these institutions can pursue their higher education, however, by entering the College of Mohammedan Law, or by joining a mission for study abroad in teacher-training institutions.

There is also a third kind of secondary school which gives a technical education to the students. The most important school of this kind is the technical school at Jiddah. The programmes of technical schools have not been finally laid down, as they are in the experimental stage. The aim is to prepare young men to meet the needs of those industries which would prove most necessary for the country.

Higher Education

After centuries of being deprived of higher education, the

country began to realize its benefit with the founding of the College of Mohammedan Law, which it is hoped will be the nucleus of the Saudi Arabian University.

Special Education

The Directorate-General of Education is fully conscious of the importance of kindergartens and special schools for the physically and mentally handicapped, and may take steps to establish these kinds of school. It does, however, consider its main task at the present as the propagation of primary education throughout the country.

ADULT EDUCATION

The Directorate of Education has opened many classes of adult education for those whose economic position does not enable them to benefit from the day schools. It has also opened classes for the teaching of English in Mecca, Ta'if, Jiddah, Madinah, Riad and Ahsa', owing to the importance of this language in economic, commercial and literary life, as a means of raising the scientific and material level of the people and in order to open new avenues of work for adults in the offices of foreign companies, especially the petroleum company at Dahrán.

EDUCATION AND STATUS OF TEACHERS

The teaching profession was until recently neglected, and though the status of teachers in society was always high, their low salaries and their lack of proper training made their lives extremely burdensome. The Directorate of Education has therefore done its best to raise the salaries of the teachers, to equalize them with other government employees in order to bolster up their moral and social standing.

Formerly, almost any person could take up teaching. The Directorate of Education has opened three new primary teachers' training colleges at Madinah, Anaiza, and Shaqra, in addition to the Saudi Institute of Learning which had already existed in Mecca, but which did not provide the country with an adequate supply of teachers. In order to raise the level of the teachers, it has also opened evening institutes for providing further training in education and psychology, as well as lectures in other subjects. In order to ensure that teachers follow the courses, the directorate has made promotion conditional upon passing the studies of these institutes. There are now evening institutes at Anaiza, Mecca, Jiddah, Riad and Ahsa'.

Promotion of teachers follows the lines laid down in the general regulations for all the employees of the Saudi Arabian Government. Dismissal is under the jurisdiction of the highest executive authority, as represented by the General Prosecutor. The latter bases his action on a decision of the Executive Committee, which certifies that the teacher has become unfit for teaching, for reasons which it has to specify.

Retirement is at the age of 60, in accordance with the general system of retirement for government officials. Teachers recruited in other Arab countries are selected

by their own Ministries of Education and their appointment, promotion or dismissal is carried out according to conditions laid down in their contracts. It has become necessary for Saudi Arabian education to avail itself of the services of these teachers until enough teachers are trained in the country from among Saudi Arabian citizens. Their numbers are at present as follows: graduates of Al-Azhar in Cairo, 40; university graduates, 100; Palestinian teachers, 30.

SCHOOL WELFARE SERVICES

Although appreciating the great importance of physical education, the Directorate of Education has been able to put through a programme only in secondary schools, owing to the lack of physical education teachers. With the help of a few Egyptian teachers, it has started a programme of physical education, games, scouting, Swedish exercises, football and basket-ball. It must be remarked that the Bedouin life, which most of the people of the Arabian peninsula lead, embodies a great deal of normal scouting activities which, if organized along modern lines, can be of great utility.

A school health service was included only recently, when school clinical units were opened in Mecca and Madinah. School feeding is confined to the boarding students of secondary, professional and technical schools.

No political youth organizations exist because they are considered injurious to the country. The lack of party life has also been one of the factors contributing to the absence of youth movements of a political nature. The Directorate of Education, however, is cognizant of the necessity of providing for the leisure time of students and is encouraging literary, scientific and athletic societies and clubs, particularly in secondary schools.

TRENDS AND PROBLEMS

The main problems of education in Saudi Arabia are:

1. Provision of healthy school buildings for all schools, as well as of an adequate supply of textbooks and equipment.
2. The need for teacher training. The lack of well-trained teachers has compelled the Directorate of Education to recruit teachers from neighbouring Arab States, particularly from Egypt, most of the secondary school teachers being from that country.

As to recent trends, the Directorate of Education is moving in the following directions:

1. Revision of the school programme and methods by experimentation and reliance on the activity of the pupils, so as to make of the school a miniature society. This can be done only by the introduction of new educational methods, particularly projects and general school activities.
2. Establishment of an Institute of Education to which students will be admitted after completing their second-

dary education, in order to prepare well-trained primary school teachers.

3. Bringing school programmes more into line with the needs of the country, particularly as regards industrial and agricultural education. This is necessary also in order to ward off the demand of young men for government employment and in order to fight unemployment.
4. Establishing healthy school buildings.
5. Introducing physical education in all schools at all levels, especially in primary schools, and making it compulsory as a regular part of the school programme.
6. Establishing kindergartens along modern lines.
7. Establishing the Saudi Arabian University by opening other colleges, in addition to the College of Mohammedan Law which has just been established.

In this way, it is hoped to create a new renaissance in this land, from which light previously came to the world.

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- AL-MASLŪKHI, ʿAbd al-Karīm Mūsā. *al-Mamlakah al-ʿarabiyah al-suʿūdiyyah*. Bagdad, Dar al-Hadīth, 1951. 149 p.
- TWITCHELL, K.S. *Saudi Arabia*. Princeton (New Jersey), Princeton University Press, 1947. 192 p.

SUMMARY OF SCHOOL STATISTICS, 1949

Level of education and type of school	Institutions	Teachers	Pupils
Primary			
Public schools	164	630	19 857
Classes attached to secondary schools	4	31	320
Schools for orphans	3	20	220
Private schools	36	194	7 315
Secondary			
<i>General</i>			
Junior division, public	5	70	469
Senior division, public	1	31	327
Junior division, private	2	20	320
<i>Vocational</i>			
Technical schools	1	4	21
<i>Teacher training</i>			
Institutes of education	3	31	200
Higher			
College of Mohammedan law	1	3	25

Source. Director-General of Education, Mecca.

Note. Later data from an unofficial source are: 325 government schools with 2,276 teachers enrolled 37,450 pupils in the school year 1950/51. To this may be added some 600 students in higher institutions abroad. Private schools numbered 40. Twitchell, K. S. *Saudi Arabia*. Princeton, N.J., Princeton University Press, 1953, p. 184.

SPAIN

Total population (1951 midyear estimate): 28,086,000.
Total area: 503,000 square kilometres; 194,000 square miles.
Population density: 56 per square kilometre; 145 per square mile.
Population within school age limits, 6-12 (1949 estimate): 4,338,237.
Total enrolment (1949/50 estimate): 47 per cent of population within school age limits.
Enrolment of girls as percentage of total: 49 per cent in primary schools.
Pupil-teacher ratio: 36 in public primary schools.
Illiteracy rate, 10 years old and over (1940 census): 23 per cent.

Since 1939 Spain has been carrying out a vast educational experiment in the form of an endeavour to fit the most modern and scientific teaching methods into a setting inevitably determined by national tradition and the social, moral and religious principles on which the nation acts. This desire to reconcile contrasting principles in a fruitful synthesis is not new in Spanish history, and precedents can be found going back to the most distant ages. At the time of the fall of Imperial Rome, the Spanish St. Isidor of Seville was the protagonist of the attempt to fuse the new vitality of the Germanic peoples with the Graeco-Latin cultural tradition. Spain's discovery of America and incorporation of it into the known world linked a new and virgin continent to the cultural orbit of Europe. Spanish scholasticism of the sixteenth century (with such famous names as Vitoria and Suarez) was in fact an effort to render the new political forms compatible with the traditional doctrine of the universal Christian Order.

A few years ago, the end of the critical period of the civil war left the new Spanish State face to face with a twofold problem. On the one hand regard had to be paid to the traditional factors shaping the national mentality—the moral sense of the Spanish people, its centuries-old religious zeal, its keen patriotism enhanced by the civil war, and its traditional ways of thinking and acting. On the other hand Spanish education had to be raised to the level of the most modern and advanced foreign systems, taking into account all sound modern trends in education and adopting any instructional systems of proved effectiveness.

With this twofold aim in view, the Spanish State has closely followed the advances of other countries in educational legislation and theory, has corrected and amended its own systems better to adjust them to the way of life of the Spanish nation, and has persistently fostered the search for and creation of new types of education. Its predominant concern has been to achieve a university pattern which, without losing its traditional character, will attain to the desired degree of modernity and effectiveness. Other preoccupations have been changes in secondary school curricula with a view to their better adaptation to the requirements of the enormous number of pupils concerned, and the establishment, on a national

National income (1950): 151,800 million pesetas.
Public expenditure on education (1951): 1,710,500,000 pesetas.

Official exchange rate in 1950 and 1951: 1 peseta = 0.08913 U.S. dollar (official selling rate).

Prepared by the Ministry of National Education, Madrid, in December 1952.

basis, of a coherent and up-to-date scheme of industrial education.

In this task the most effective co-operation has been received from the Spanish people—indirectly through its representatives in the Cortes, and directly through public opinion, which has displayed an unprecedented interest in, and intelligent understanding of, educational problems.

LEGAL BASIS

The Spanish Constitution, which is uncodified, is defined by Article 10 of the Law of Succession as being comprehended in five basic laws: the Spanish Citizenship Statute of 17 July 1945, the Statute of Labour of 9 March 1938, the Parliament Bill of 17 July 1942, the Law of Succession of 26 July 1947, and the National Referendum Act of 22 October 1945.

Education is an item in the first two of these enactments. Article 5 of the Citizenship Statute reads: 'All Spaniards shall be entitled to receive training and instruction and shall be under a duty to acquire them, whether in their family or private or public education centres as they may freely elect. The State shall ensure that no talent is frustrated for lack of financial means.'

The Statute of Labour (II, 6) reads: 'Steps shall be taken to establish the institutions necessary to enable the workers, in their free time and holiday periods, to enjoy the treasures of culture.' A later passage of the same statute (V, 2) continues: 'The State shall devote special attention to the technical training of agricultural producers, enabling them to execute all the tasks required for each farm unit.' The same law (XII, 5) refers to 'initiating, maintaining and supervising research organizations and organizations for moral, physical and technical education'.

The principal laws in force are: The University (Organization) Act of 29 July 1943; the Secondary Education Act of 20 September 1938; the Vocational Secondary Education Act of 16 July 1949 and the Primary Education Act of 17 July 1941. These basic laws have been amplified and supplemented by a multitude of decrees and orders which it is impossible to enumerate. Other important laws in the administration of education are the Ministry of Education

(Organization) Act of 10 April 1942 and the Law of 15 July 1952 establishing the National Council of Education.

The manner of promulgating laws is that laid down in the Parliament Act of 17 July 1942 (as amended by the Act of 9 March 1946) and the Parliament (Rules of Procedure) Act of 5 January 1943. Executive Bills—presented by the National Administration—and Parliamentary Bills—originating in the Cortes themselves—are discussed by the latter and, if passed, are promulgated by the Head of the State. Under Article 10 of the first of these laws, the National Education Programmes will necessarily be submitted to the Plenum of the Cortes.

ADMINISTRATION

Administration at central governmental level. This is the responsibility of the Ministry of National Education working through its directorates-general of university education, secondary education, primary education, vocational and technical education (*enseñanza profesional y técnica*), industrial education (*enseñanza laboral*), and fine arts. Each directorate controls the institutions within its particular sphere. The Directorate-General of Industrial Education is responsible for the newly instituted 'secondary vocational' branch; the baccalaureate comes under the Directorate of Secondary Education; the Directorate of Vocational and Technical Education handles the strictly industrial, commercial or higher technical courses; in these last the Ministries of Public Works, Agriculture, Industry, Air, Marine, etc., co-operate with the Ministry of Education. The Ministry's administrative functions are exercised by specialized divisions of each directorate (e.g. public institutes, private secondary education, school supply, school buildings, etc.). Education authorities, provincial and local, and educational establishments throughout the country come under the Ministry; they are subordinate to the central administration and liable in varying degrees to inspection by it. The advisory organ of the central administration is the National Council of Education.

Administration at provincial level is the responsibility of the following: heads of establishments under the Ministry, each assisted by a secretarial staff [Ministry of Education (Organization) Act of 10 April 1942, Article 12]; the council of the university district (*distrito universitario*), under the chairmanship of the rector of the university concerned, and consisting of the deans of faculties in the university, heads of educational establishments, representatives of the local political corporations and representatives of the Church; the Provincial Education Council under the chairmanship of the Civil Governor of the province and consisting of representatives of secondary and other schools, the museums and libraries, primary school and medical inspectors, the architect to the education authority, the director of primary education, a school principal, representatives of the local political entities and of the parents. Each council includes a permanent primary education commission. While the above-mentioned bodies exercise general jurisdiction over education of all categories within the territory of the university district or the province, a provincial commission (*patronato*) is concerned only with

industrial education. It meets under the chairmanship of the president of the provincial *diputación* (government).

Administration at local level is the responsibility of: the heads of educational establishments under the Ministry; municipal school boards, under the chairmanship of the mayor and consisting of representatives of the municipal council, of private schools, of political organizations, of the teaching profession, of parents and of the municipal education inspectorate. For industrial education, there is a local *patronato*, under the chairmanship of the mayor, in every municipality which has establishments for this type of education.

These provincial and local bodies have extensive powers. In addition to implementing the legislation and general directives relating to their respective spheres, they have wide discretion in the organization of educational administration in their territories.

Methods of supervision and inspection. State supervision of education throughout the country is exercised firstly through the provincial and local bodies mentioned above or direct by the appropriate departments of the Ministry, and secondly through a number of inspectorate services.

There is no State inspectorate of education at university level; the wide autonomy granted to the universities includes the vesting of supervisory powers in their own rectors. Meetings are held in Madrid at regular intervals between the Minister of National Education and the Council of Rectors (of all Spanish universities) to take decisions on matters of common interest.

The Inspectorate of Secondary Education was set up under Article 11 of the Law of 20 September 1938. Its duties are to secure compliance with the measures and decisions adopted by higher authority and to ensure that the teaching given conforms to the basic principles actuating the State. It sees that there are adequate arrangements in force for the provision of education and assistance to needy pupils with the requisite aptitude, so as to ensure that natural gifts are not frustrated for lack of financial means. The inspectorate is concerned with matters of school accommodation, hygiene and other material conditions. There are a number of inspectors serving directly under the Ministry (*inspectores centrales*); at this level the inspecting side and the teaching side are entirely separate. The 'Executive' Education (Organization) Bill before the Cortes at the date of writing (December 1952) provides for a much more extensive and organized central inspectorate of secondary education. It will consist of an inspector-general, a number of *inspectores centrales* and one inspector per university district, appointed from officials of the services under the Ministry of Education. In addition to the inspectors, provision is made for technical advisers, likewise under the central inspectorate, who will be responsible for providing information and guidance to members of the teaching profession.

The Inspectorate of Primary Education is responsible for supervising primary education and for guiding and directing teachers in the performance of their duties. The inspectors are recruited from holders of the licentiate in education of the Faculty of Philosophy and Letters. The inspectorate-general of primary education attached to the

GLOSSARY

colegio see *instituto y colegio*.
escuela maternal: pre-primary school.
jardín de la infancia: see *escuela maternal*.
escuela primaria: primary school with six classes (covering the period of compulsory schooling) and a complementary, pre-vocational (non-compulsory) course called *período de iniciación profesional*.
escuela normal: teacher-training school.
instituto y colegio: respectively State and private general secondary school.
centros de enseñanza media y profesional: State or private vocational secondary schools falling into four main types: agricultural and pastoral, industrial and mining, navigation and fishery, home economics.

enseñanza profesional: vocational training schools.
período de iniciación profesional: see *escuela primaria*.

EXAMINATIONS

bachillerato de enseñanza media y profesional: technical baccalaureate.
bachillerato universitario: baccalaureate required for entrance to university.
certificado de escolaridad: primary school certificate.
certificado de estudios especiales: certificate obtained on completion of complementary course of primary school.
examen de ingreso: entrance examination.

HIGHER EDUCATION

- A. University with the following faculties:
Filosofía y letras: arts.
Ciencias: science.
Derecho: law.
Medicina: medicine.
Farmacia: pharmacy.
Ciencias Políticas y Económicas: political science and economics.
Veterinaria: veterinary science.
- B. Higher technical education comprising various specialized colleges of engineering and architecture.

Ministry of Education consists of one *inspector central* for each of the school zones into which Spain is divided, plus four additional inspectors for the teachers' training colleges. Then there is the provincial inspectorate, with one chief inspector and a number of men and women inspectors, working from the provincial capital. Primary school inspectors with assigned areas within their provinces are known as area inspectors. Their task is to visit schools and check on work done, methods, material, welfare, auxiliary institutions, etc., and in addition to direct teachers' work by means of meetings, short courses and competitions in teaching efficiency. As occasion arises, special and auxiliary inspectors may be appointed, the former selected by the State from among persons of outstanding merit, and the latter by the regular inspectors themselves from among particularly able teachers. The municipal school boards also have inspecting functions; they may visit schools to acquaint themselves with the latter's problems and with the difficulties met with by teachers in the performance of their duties.

In addition to the supervision effected by the various inspectorates, checks on results are afforded by the State Examination—for secondary schools, which will be referred to later—and at primary school level by the test for the Primary School Leaving Certificate. Possession of the latter certificate is the qualification for exercising civil rights and securing employment; it is divided into several categories according as pupils have taken a general or a special course.

Buildings and supplies. The destruction of buildings of every type caused by the civil war (1936-39) and the Spanish State's desire to provide adequate school accommodation have given rise to a notable increase in school building in the postwar years. The relevant enactments are the decrees of 15 June 1934, 7 February 1936, and 29 April 1949. Under these measures, there are two procedures for school building: direct building by the State, with the municipality—according to its capacity—contributing a proportion of the cost of building ranging from 10 to 50 per cent of the total; direct building by municipalities with fixed State subsidies at the rate of 40,000

pesetas per class in the school, plus 20,000 pesetas in respect of the schoolmaster's residence. Under the second procedure agreements are made between the State and the municipal and provincial governments, and these may stipulate further financial conditions. However, in all cases the State contributes the equivalent of 50 per cent of the total cost of the work and the municipal government supplies the site. Requests can be lodged not only by municipal and provincial governments and other official corporations but also by private bodies or persons wishing to co-operate with the State. School material is acquired by the schools themselves as needed, and paid for by the State under the appropriate vote.

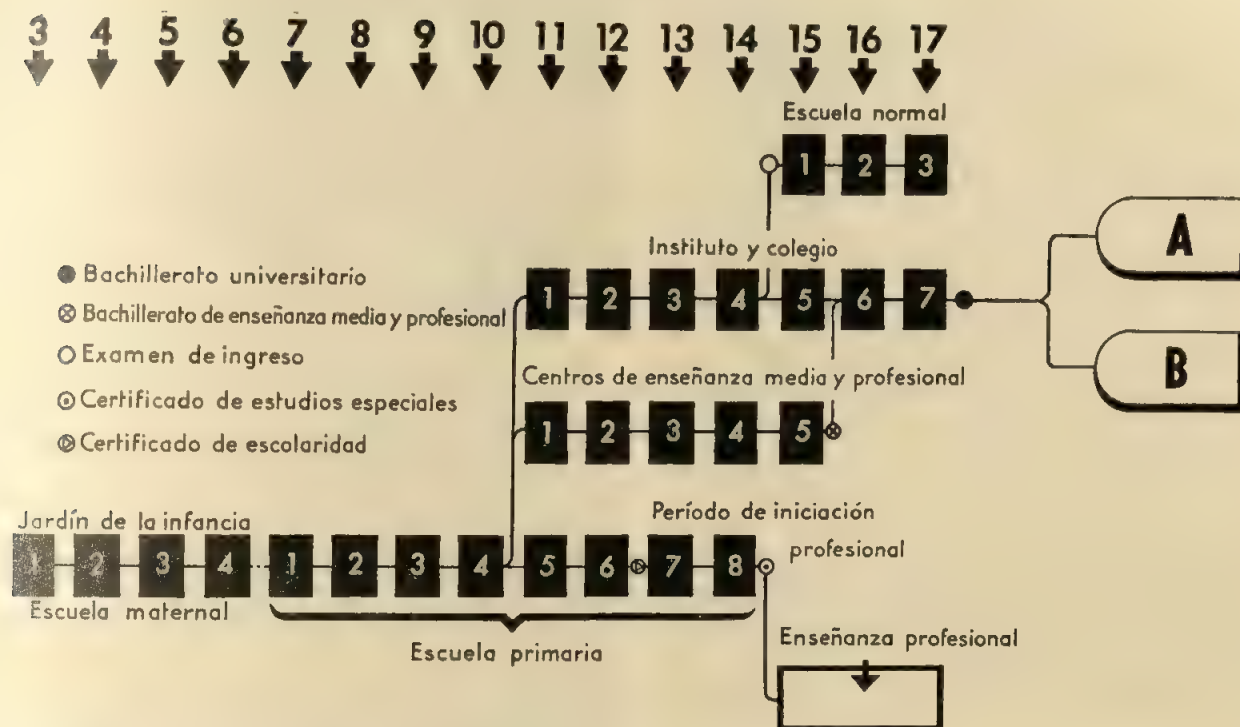
FINANCE

Public education is mainly financed by the State under the Education Vote in the General Budget. However, provincial and municipal governments also draw on their budgets to furnish the State with various forms of assistance. Private schools, both secondary and primary, are in principle self-supporting, but the State helps them with subventions varying in amount with the importance of the school concerned. The universities mostly have revenues of their own, over and above what is allocated to them in the budget of the Ministry of Education. The heads of expenditure under which the Education Vote is divided are specified in Table No. 4 at the end of this chapter.

ORGANIZATION

The main types of educational establishments are:
 Pre-primary and primary schools (*escuelas*);
 Secondary schools, which may be State 'institutes' (*institutos*) for boys and girls separately, or State-recognized private colleges (*colegios*);
 Secondary vocational schools (*centros de enseñanza media y profesional*), providing industrial education (*enseñanza laboral*) or preparing for the technical baccalaureate.
 Establishments providing higher education: the 12 Spanish universities, at Barcelona, Granada, La Laguna, Madrid,

DIAGRAM



Murcia, Oviedo, Salamanca, Santiago de Compostela, Seville, Valencia, Valladolid and Saragossa; and the special (higher technical) schools (*escuelas especiales*) of architecture (Madrid and Barcelona), aeronautical engineering, agriculture, mining, forestry, naval architecture, civil engineering and industrial engineering (Madrid, Barcelona and Bilbao).

Teacher-training schools (*escuelas de magisterio*)

Schools under the Directorate-General of Fine Arts: schools of music, the Royal Higher School of Dramatic Art, higher schools of fine arts, schools of ceramics.

In addition to the schools and institutions listed above—all of which (with the exception of certain engineering schools) come under the Ministry of Education—there are instructional centres set up by other ministries to provide specialized instruction for their prospective officials; examples are the Diplomatic School, the Judiciary School, the School of Social Studies and the Institute for the Study of Local Administration.

Pre-primary and Primary Education

Pre-primary and primary schooling is divided into four stages corresponding to the following age groups: 2-6, 6-10, 10-12, 12-15. The objects of education at this level, as defined in Article 1 of the law of 17 July 1945, are: to impart the essential minimum of general culture; to mould the will, conscience and character of the child so that he may fulfil his duty and his eternal destiny; to inculcate love of country and the notion of service to it, to prepare children for subsequent study and activities of a cultural

nature and to give some measure of vocational guidance and training. What it is sought to do is to afford children religious, moral and social training, develop intelligence, memory and feeling, to provide physical education and to prepare pupils for their future work, whether intellectual or manual. Schooling at this level is free of charge. The State undertakes responsibility for providing assistance in the form of food and clothing for the needy.

The first stage covers nursery school and infant education. The initial steps are taken towards educating the child's natural instincts with the object of forming in him those essential habits which will be basic to the subsequent stages. At this stage the school—a kindergarten rather than a school proper—is given the appearance of a clean and cheerful home where the child finds a continuation of his own family life. Schools in this category are divided into kindergartens (*jardines de la infancia*—governed by the laws of 31 March 1876 and 20 March 1914) and nursery schools (*escuelas maternas*—law of 2 June 1924). The teaching staffs consist of women only, who must have had training in the special technique of pre-school teaching. The trend is towards the establishment of large numbers of such centres in industrial or agricultural environments where their work obliges mothers to absent themselves from the home. In the final phase of this period children are taught the simplest elements of a few basic skills, principally verbal expression, drawing and manual exercises.

At the second and third stages the pupil takes the basic subjects of formal education—Spanish, mathematics, history, geography, religious instruction, gymnastics and organized games.

At the fourth, or pre-occupational stage, the syllabuses are weighted according to the type of employment most prevalent in the area served by the school—industrial, commercial, agricultural, crafts or village industries—with greater emphasis on natural sciences, manual work, workshop practice and domestic work. This stage leads on directly to that of vocational training at a higher level.

Primary syllabuses are drawn up with the assistance of research bodies coming under the Ministry of Education. They are revised periodically, and show the work to be done in each month or term as the case may be, specifying those subjects in which independent work by the pupil, over and above class work, is required. The Inspectorate of Primary Education is responsible for adapting the syllabuses for the use of the several provinces or areas.

Only the second and third stages of primary education—i.e. those taken by the 6-12 age groups—are compulsory. On completion of these two stages, pupils take the qualifying test for the general primary school-leaving certificate needed to secure employment and to exercise political rights. On completion of the optional fourth stage, pupils may sit an examination for a further certificate of special studies.

Legal provision is made for schools to undertake the guardianship of neglected children or children handicapped by other kinds of serious family difficulty. There are special homes of two types: firstly for the orphan children of civil servants, soldiers, etc., and secondly for delinquent and abnormal children; those of the latter type are in the charge of specialist staff.

Secondary Education

Study for the baccalaureate (*bachillerato*) is carried out in institutions under the State educational system or in colleges recognized by the State. The latter, which at present cater for 50 per cent of the school population—are compelled by law to recruit their teaching staff from persons holding the licentiate (*licencia*) in philosophy and letters or in science, and to request the necessary authorization from the Ministry of Education. The minimum age for entry into either public or private establishments is 10. With the exception of pupils entering above the normal age, who may be excused, all pupils have to complete the full seven years of the secondary education course. The programme of studies is graduated so that the same subjects are taken, but carried to a more advanced stage, in each successive year; they are philosophy, religion, classics (Latin and Greek), Spanish language and literature, geography and history, mathematics, modern languages (choice of French or Italian and English or German) and science (physics, chemistry and natural science). The following are also taught as supplementary subjects: drawing, physical education, development of a patriotic sense, and—for girls—domestic subjects. At the conclusion of each school year, the teachers of the institute or college decide on pupils' suitability to pass on to the next stage. On completion of the seven-year course, pupils of the official centres and private establishments alike sit a State examination and, if successful, are awarded the baccalaureate by the local university, professors of which constitute the examining board.

Should the Cortes approve the 'Executive' Bill now before it, to which reference has already been made, the lines of Spanish secondary education will be substantially changed. The number of annual courses covering the essential core subjects will be reduced to six and a more flexible senior baccalaureate instituted in which the pupil will have the choice, according to personal bent, between science and arts subjects. The intention is that the baccalaureate course shall begin at the minimum age of 11, the pupil sitting examinations at the conclusion of each of the two phases for the award of the junior and senior baccalaureate respectively.

The syllabuses prescribing the subjects to be studied at this level of education are uniform for the whole of Spain and are drawn up by the Ministry of Education.

Secondary Vocational Education or Industrial Education

This type of education (an improvement and expansion of the earlier non-secondary vocational category) was instituted by the law of 16 July 1949. As thus recast, it serves the same general purposes of all-round training and, in suitable cases, preparation for higher studies in the baccalaureate course; but it has the additional special object of extending secondary education to the greatest possible number of children, initiating them into modern technological practice and preparing them for entry to technical schools and centres. Secondary vocational education schools, which may be either public or private, are of four types: agriculture and stock-raising; industrial and mining; maritime and fishing; and women's occupations. Courses are of five years' duration and comprise, firstly, instruction in the basic disciplines of secondary education with progressively increasing emphasis on natural sciences and modern languages, secondly, the appropriate practical courses for each of the categories indicated above, and thirdly, development of a patriotic sense and physical education, with domestic subjects in the women's centres.

On concluding the five-year course and passing the final examination, pupils are awarded the baccalaureate in secondary vocational education. Holders of this diploma who want to sit for the university baccalaureate can transfer, subject to passing an entrance examination, to a secondary institute, where they are required to complete the two final years of the ordinary baccalaureate course.

Briefly, this is a scientific and technical baccalaureate course, in which the wide discretion left to individual establishments has the added advantage of enabling the courses of instruction to be brought into line with local and regional requirements.

The term *enseñanza profesional* (vocational education) is used to cover all the technical courses administered by the Directorate-General of Vocational and Technical Education (with the exception of higher engineering studies, which will be dealt with in the following section), i.e. courses whose object is to train the pupil for specific professions and activities, which are not included in the secondary vocational education programme but which go beyond the courses in the fourth stage of primary education. Courses of this type are extremely numerous, among the most important being the training course for industrial

technicians (reorganized by a decree of 22 July 1942) subdivided into four branches—electrical, mechanical, chemical and textile. Of similar standing are the training courses for agricultural technicians, junior mining engineers, aeronautical assistants, architects' assistants, etc. There is also a commercial course offering three grades of instruction: technical, leading to the diploma of commercial technician, professional, for training teachers of commercial subjects, and higher commercial studies for the training of director cadres and insurance actuaries. The schools of commerce also provide a number of general courses for persons not seeking a professional qualification but desirous of rounding off their business training.

Also classified as technical and vocational are the subjects given in the schools of arts and crafts (*escuelas de artes y oficios artísticos*), the industrial training schools (*escuelas de aprendices*), the Women's Technical Training Institute (Instituto de Formación Profesional de la Mujer), the La Laguna Polytechnic College (Colegio Politécnico), the Central School of Languages (Escuela Central de Idiomas), the National School of Graphic Arts (Escuela Nacional de Artes Gráficas), the Physical Rehabilitation Institute (Instituto de Reeducción de Infiáidos), etc. In addition, there is the Instituto Nacional de Psicotécnica, which trains specialized staff to provide vocational guidance for those seeking to enter the various professions.

Higher Education

This is provided by the 12 universities and by the special (higher technical) schools. A Spanish university has the following faculties: philosophy and letters (subdivided into the departments of classical philology, romance philology, Semitic philology, modern philology, philosophy, history, American history, and education), science (physical, chemical or biological, etc.), law, medicine, pharmacology, political science and economics, and veterinary science. The only condition for admission to the university is possession of the baccalaureate. Thereafter students take the successive annual courses requisite for the degree aimed at. Length of studies is five years in all cases, with the exception of medicine, with a seven-year course, and veterinary science with a four-year course only. Registration fees are very moderate, amounting to between 300 and 600 pesetas per year. Each annual course comprises a variable number of subjects with an examination which may be taken in June and September. The qualification for the licentiate is a pass in all subjects throughout the course. Candidates for the doctorate are required to do one or more years' additional study and to submit a paper or doctoral thesis prepared under the supervision of a professor of the school concerned, for approval by a professorial board of examiners appointed by the university. In addition to the normal degree courses for the licentiate and doctorate, specialized courses are available in certain faculties—e.g. in the Faculty of Medicine: in clinical analysis, radiology, electro-radiology, stomatology, etc.; in the Faculty of Science: for a doctorate in industrial chemistry additional to the 'academic' doctorates; in the Faculty of Pharmacology: special courses in agricultural analysis, chemistry of fertilizers, etc.; and in the Faculty of Veterinary Science: in zootechnics, etc. Elements in the

university system calling for special mention are the university colleges, which are of enormous importance in the moral and social training of students. They are residential rather than teaching institutions (though some teaching is included in their very wide range of activities), and in recent years they have been given special attention by the State.

Higher technical education is the responsibility of the special schools. There is a rigorous entrance examination and the course of professional study is of five years' duration. The degrees obtainable are those of architect, industrial engineer, agricultural engineer, etc., according to the school. In universities and special schools alike, professors have absolute discretion in determining the syllabuses of their respective subjects and full control over examinations.

Teacher Education

The regulations governing teacher training are laid down in the decree of 7 July 1950. The total number of teacher-training schools (*escuelas de magisterio*) in Spain is 100, i.e. two—one for men and one for women—in each provincial capital. The teaching staffs of these schools are recruited by competitive examination from licentiates in philosophy and letters or science who are themselves qualified teachers or who have pursued additional studies in the department of education of the first-named faculty. Students enter the schools after completing the first four years of secondary studies and passing an entrance examination. They take a three-year course in the basic professional disciplines—methodology of arts and sciences, education, etc., and sit for an examination in all subjects. Those successful are granted the State teachers' diploma by the Ministry of Education. There are also a number of private schools for teacher training—the majority maintained by religious orders or public corporations. The qualifications granted by these schools entitle holders to teach in the schools of the corporation concerned; to secure the right to teach elsewhere, such persons must take a re-qualifying examination under a joint board of State teachers and teachers from the organization whose diploma the candidate holds. Teachers desiring appointments in State schools are admitted by competitive examination to the grading list, which now contains 50,000 teachers. Indirect but effective assistance in the training of teachers and of the teaching staffs of teachers' training colleges is afforded by the work of the Instituto San José de Calansanz, a dependency of the Higher Council of Scientific Research, specializing in education.

ADULT AND FUNDAMENTAL EDUCATION

Though of long standing in Spain, these two branches have until recent years been somewhat antiquated. For this reason work is now proceeding on the establishment of a new type of adult education to provide basic schooling and, concurrently, simplified technical training suited to the natural, economic and social setting of the student.

Since 1950 the National Council for the Campaign against Illiteracy has been in most effective operation and has provided a strong stimulus to this work.

STATUS OF TEACHERS

Appointment as a university professor is conditional on possession of the requisite qualifications (doctorate, specified teaching experience, etc.) and success in a competitive examination. Once appointed, professors are borne on the permanent university establishment under the terms of the General Civil Service Statute of 22 July 1918 and complementary measures and of Article 59 of the Universities (Organization) Act. They are non-removable and cannot be transferred without their consent. Their salaries from the State range from 16,800 to 35,000 pesetas according to service, while they receive in addition honoraria, dues, etc., from the universities, amounting in all to more than their salaries. The age limit for university professors is 70 but they may retire voluntarily, or be retired for physical incapacity, from the age of 65. The pensions vary, according to the individual case (years of service and contributions by the person concerned) between 40 per cent and 80 per cent of salary.

The status of instructors in the technical and professional branches varies according to level, but is in no case inferior to that of university professors in the case of those in higher technical education or of secondary school teachers in the case of staff of technical schools at the lower level.

Teachers in industrial education may be appointed by selection or by competitive examination and in the latter case those appointed enjoy permanently all the rights of civil servants. In the former case the same rights are enjoyed, but for five years only. Salaries are equivalent to those of regular secondary school teachers.

Teachers in State secondary education likewise enter by competitive examination and enjoy all the rights of civil servants. The starting salary is 14,000 pesetas, rising to a maximum of 32,200 pesetas, over and above which teachers receive such honoraria and dues as are accorded them by their schools. Licentiates in science and in philosophy and letters teaching in private colleges receive a minimum salary prescribed under the Regulations of 15 November 1950 on working conditions in private education, and also enjoy the full benefits (health, maternity, etc., insurance) stipulated in current labour legislation. Retirement regulations for secondary school teachers are identical with those for university professors. Both categories maintain benefit societies augmenting pensions so substantially that they are higher than the recipients' former salaries. In addition widows and orphans of persons in either category receive pensions proportionate to the deceased member's salary.

The position of Spanish primary school teachers is defined, in the case of those serving in the State schools, by the State Primary School Teachers' Statute of 24 October 1947, and in the case of those in private schools by the Regulations of 15 November 1950. State teachers secure appointment to the establishment by competitive examination and select the school in which they are to serve from those having vacancies. They are non-removable and may sit special competitive examinations for appointment to supervisory posts or to schools of a higher category, in addition to their normal seniority increments. Salaries rise from 9,360 pesetas to 18,720 pesetas and teachers are entitled to official quarters.

As in the case of the higher categories, retirement pensions vary from 40 per cent to 80 per cent of salary. The Primary School Teachers' Benefit Society augments pensions by 30 per cent, so that these may exceed the salary. In the case of death, pensions are payable to widows and children and the latter are cared for in special homes where they pursue whatever studies their capacities warrant.

SCHOOL WELFARE SERVICES

The State maintains the widest variety of auxiliary institutions and services. One example is the school canteen service. This is widespread throughout Spain and has recently extended its activities considerably, with a view to remedying the calcium deficiency from which some pupils suffer by providing breakfasts of milk, biscuits and calcium carbonate and a similar light meal later in the day, while simultaneously seeking to inculcate in the parents the principles of sound and balanced diet. Other facilities are school clothing services, seaside and mountain settlements, and health services with medical attention and medicine. The School Medical Service is staffed by practitioners selected from the best in the country.

Of the social institutions established, the most important are the health institutes and those designed to promote co-operation and mutual aid among schoolchildren.

The educational institutions include permanent and travelling libraries, art groups, folk dancing groups and folk song choirs, school newspapers, educational films, sports clubs, etc.

Of special importance among youth groups is the National Youth Front with a membership of 1,058,837 children of school age and comprising athletic, musical, etc., sections of every type. One of its main activities is the organization of 75 summer camps per year attended by some 50,000 boys. The Youth Front has also established children's clubs to carry on the training of young people in their free time. The activities of the university branch of this association, the SEU (Sindicato Español Universitario) cover every field and it has likewise organized summer and mountain hostels, national championships in all sports, exchanges with other countries, etc. The State makes physical education compulsory at all levels of education for students in normal health; the organ of the Ministry responsible for promoting this is the National Council for Physical Education.

The scholarship system has been greatly expanded in the last 13 years to meet the constitutional requirement that no talent shall be frustrated for lack of financial means. The State, the provincial and municipal governments, the Youth Front as a whole and the SEU and the universities themselves grant scholarships to some thousands of poor students.

TRENDS

The most recent tendencies in educational practice will have been inferred in part from the foregoing. The following trends revealed in the most recent activities of the

Ministry of Education are however specially worthy of remark.

The trend towards reorganizing secondary education on more flexible lines to adapt it as completely as possible to the needs of the pupil.

The movement towards the reform of higher technical education to bring it more completely into line with university education and to fit it better for its role of promoting the technical progress of the country.

The very rapid extension of industrial education throughout the whole country.

The increase in the building of new schools and in the reconditioning and expansion of existing premises.

The expansion of the Moroccan baccalaureate into a course of advanced secondary study identical with the Spanish course, with the exception of the substitution of Arabic for Latin language studies, Islamic for Christian religious instruction, and concentration on the geography and history of the Arab world.

The establishment of new teaching centres at all levels of education (at the primary school level alone 1,692 new schools have been established in a single year and 30,000 are planned for the next five years, while at the university level 11 new residential colleges have been founded in the last 12 months).

Promotion of the study of the vernacular languages, for which purpose a Chair of Basque has been founded in the University of Salamanca and a Chair of Catalan Literature in the University of Madrid.

The introduction into secondary education of new teaching methods—e.g. the recent introduction of modern language teaching by gramophone; the acquisition of a large

number of film projectors for use in the secondary vocational education centres and in the cultural and technical extension courses offered by those centres to extra-mural students of the working class.

The drive to raise the remuneration of the whole teaching profession, already effective in the case of university professors, secondary vocational education teachers, workshop superintendents in this type of education, and primary school teachers.

An increase in auxiliary and extra-scholastic services—e.g. the establishment of a childhood dietetics service to advise school restaurants and parents of pupils, the establishment of the National Boarding Schools Assembly to deal with health questions of all types affecting the children; the increase of school restaurant and clothing services and their introduction into secondary vocational education centres; and lastly the establishment of vocational guidance and selection centres in each province.

The State's desire to extend the benefits of occupational training to the whole working population, which has resulted in an order by the Ministries of Industry and Education (28 March 1952) requiring all undertakings with more than 100 hands to maintain a school and training shop or to make a prescribed contribution to the maintenance of the appropriate training centre.

Lastly, the influx into Spain of foreign students, mainly of university level, more particularly Spanish-Americans and Arabs, which has led the Ministry of Education to establish a Hispano-Moroccan residential college in Madrid University City and to build new premises for the existing Spanish-American residential college.

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1. SUMMARY OF SCHOOL STATISTICS, 1949/50

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Public schools ¹	57 469	57 869	32 672	2 093 075	1 018 790
Private schools	5 111	19 888	14 784	658 519	367 653
Secondary					
<i>General</i>					
Intermediate and secondary schools, public and private	1 057	9 084	...	214 847	75 416
<i>Vocational</i>					
Commercial schools, public and private	36	3 793	3 88	53 492	11 901
Schools of arts and crafts, public	42	865	104	24 170	7 741
Technical schools	...	...	...	14 399	...
School of fine arts and music	...	...	...	20 477	15 638
<i>Teacher training</i>					
Teacher-training schools, public and private	53	1 364	...	19 942	14 329
Higher					
Universities, public	12	2 297	3 107	50 303	7 314
Other establishments ²	...	...	...	12 226	8 086
Religious seminaries	1 61	1 149	...	18 245	...

Source. España. Ministerio de Educación Nacional. Madrid, 1953.

1. Including pre-school education.
2. 1948/49.

3. Including schools for nurses, medical assistants and midwives, attached to university faculties.

2. HIGHER EDUCATION, 1949/50

Faculty	Number of faculties	Teachers	Students enrolled		Degrees awarded	
			Total	F.	Total	F.
Total	55	2 299	50 303	7 314	3 612	523
Law	12	363	16 372	560	1 167	28
Arts and philosophy	12	504	4 104	2 828	288	168
Medicine	10	579	12 628	356	1 080	23
Science	12	499	7 456	1 545	463	139
Veterinary science	4	101	3 710	27	192	1
Pharmacy	4	127	3 938	1 768	422	164
Political science and economics	1	176	2 095	230	...	...

Source. España. Instituto Nacional de Estadística. *Anuario Estadístico de España*, 1952. Madrid, 1952.

3. CLASS DISTRIBUTION OF PUPILS IN PUBLIC PRIMARY SCHOOLS, 1949/50

Class	Age of pupils	Total	M.	F.
Total		2 093 075	1 074 285	1 018 790
Pre-school classes	Under 6	249 882	116 911	132 971
Primary classes	6 to 12	1 502 647	785 282	717 365
Pre-vocational classes	12 to 15	340 546	172 092	168 454

Source. España. Ministerio de Educación Nacional. Madrid, 1953.

4. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in thousand pesetas)

Item	Amount	Item	Amount
Total	1 710 500		
Administration, inspection, etc.	45 700	Higher education	244 500
Pre-school education		Post-school and adult education	330 000
Primary education	937 500	Special education	2 100
Secondary education		Subventions to private schools	16 200
General	50 500		
Vocational	67 800		
Teacher training	16 200		

Source. España, Instituto Nacional de Estadística.

Note. Official exchange rate (sale) in 1951: 1 peseta = 0.08913 U.S. dollar.

SPANISH TERRITORIES IN AFRICA

Total population (census or estimate as at 31 December 1950):

Spanish Zone of Morocco: 1,010,117.

Ceuta and Melilla: 141,118.

Spanish West Africa: 80,000.

Spanish Guinea: 198,663.

Total area:

Spanish Zone of Morocco: 19,869 square kilometres; 7,670 square miles.

Spanish West Africa: 269,150 square kilometres; 104,000 square miles.

Spanish Guinea: 28,051 square kilometres; 10,800 square miles.

Population density:

Spanish Zone of Morocco: 58 per square kilometre; 149 per square mile.

Spanish Guinea: 7 per square kilometre; 18 per square mile.

Population within school age limits:

Spanish Zone of Morocco: 222,226.

Ceuta and Melilla: 26,260.

Spanish Guinea: 29,799.

Total enrolment, within school age limits:

Spanish Zone of Morocco: 62,117.

Ceuta and Melilla: 11,494.

Spanish Guinea: 17,356.

Illiteracy rate:

Spanish Zone of Morocco: 91.7 per cent.

Ceuta: 39.3 per cent.

Melilla: 35.7 per cent.

Total revenue (1951):

Spanish Zone of Morocco: 280,399,318 pesetas.

Spanish Guinea: 62,855,109 pesetas.

Public expenditure on education (1951):

Spanish Zone of Morocco: 17,380,000 pesetas.

Spanish Guinea: 2,784,594 pesetas.

Official exchange rate:

Selling official: 1 peseta = 0.08913 U.S. dollar.

Buying official: 1 peseta = 0.04566 U.S. dollar.

Based on official information, prepared in May 1953.

Two cities on the Northern African coast, Ceuta and Melilla, are under Spanish sovereignty, but as educational data for them are not incorporated in the previous chapter, they are supplied here. The Spanish Zone of the Protectorate of Morocco lies to the north of the French Protectorate. It is based on treaties and conventions concluded in 1912; the Sultan's powers are delegated to a *khalifa*, and the Zone is administered by a High Commissioner who represents the Spanish authority in the Majzen.

Spanish West Africa includes the territory of Ifni and two adjacent regions, Saguia Hamra and Rio de Oro. The area is administered by two sub-governors who depend on the High Commissioner for Morocco.

Spanish Guinea comprises the continental territory of Guinea and a group of islands in the gulf, the principal being Fernando Po. A Governor-General is responsible for administration.

LEGAL BASIS

Educational legislation in the Spanish Zone of Morocco is based on the juridical statute of the Zone. Spanish policy, both here and in Guinea, has permitted the territories to be regulated in part by internal enactments and by customary law. Consequently, as will be seen below, separate types of education exist side by side. In instances for which the native legislation makes no provision, Spanish legislation is adopted as a subsidiary measure.

ADMINISTRATION

In the Protectorate a Delegation (*Delegación*) for Education and Culture is responsible to the High Commission. The Government of Spanish Guinea contains a department with similar functions.

To describe the method of financing education requires some mention of public finances generally. Finances in the Zone of the Protectorate are carried by the budget of the Majzen. Since revenues from its own resources are not enough to balance this budget, a contribution by Spain is necessary amounting to 50 per cent of the total revenue. Expenditure on education makes up 10 per cent of public spending. The Koranic schools are financed from the revenues of mosque property (*habús*) or aided by local community organizations (*yemáas*), which are customarily formed of people of common stock. Jewish primary education is provided in seven schools, of which five (at Larache, Alcazarquivir and Arcila) are financed by the Majzen budget and two in Tetuán are aided by the Alliance Israélite Universelle; Spanish teachers in these last schools are paid by the Majzen budget. Finally, schools of Spanish type are financed under Section 15a of the general budget of the Spanish State.

In the territories of Spanish Guinea the native contribution to public revenue is very limited, and in the Sahara there is no contribution at all. The governments of both areas have budgets independent of that established for metropolitan Spain.

ORGANIZATION

Two types of education exist in the Spanish Zone of Morocco—Spanish and Moroccan. The former includes public and private primary schools and, at the secondary level, private schools only; the official secondary establishments (*institutos*) which function in Ceuta and Melilla form part of the metropolitan Spanish school system, since these places are under Spanish sovereignty. Private secondary schools are maintained by private and

religious bodies and by military boards of patrons (*patronatos militares*).

The Moroccan type of education comprises both Moslem and Jewish schools. Moslem schools are classified as religious or modern according to their curricula. Official religious schools maintained by the State are termed *medarsas* (or *institutos religiosos* in Spanish) and provide traditional education at primary, secondary and higher levels. The Koranic schools (*escuelas coránicas*) maintained by the communities are also regarded as official and are graded as primary (*taalim el auel*) and secondary (*taalim el tzani*). Modern education is provided by the official Moroccan primary school (termed *escuela Marroquí*) with a practical or pre-vocational type of curriculum biased towards trades or agriculture and separate for boys and girls. General and religious instruction is also given. The principals of these schools are Moroccans, with Spanish advisers. At the secondary level are the Spanish-Moroccan intermediate schools (*enseñanza media*) and the official secondary school (Instituto Oficial Hispano-Marroquí), which provides a four-year course leading to the Moroccan *bachillerato* certificate. Secondary vocational education is given by the Escuela Politécnica, with specialized courses in agriculture, commerce, building, medicine (for medical assistants and midwives). The school is reserved for Moslem students. A teacher-training school, formerly part of the Escuela Politécnica, is now maintained as a separate establishment. Higher education for students from this modern school system is available at the Spanish universities.

The Jewish community has its own schools and those of the Alliance Israélite, in which Spanish teachers are provided by the government. Apart from these primary schools, the Maimonides Institute in Tetuán provides higher education, with religion and Hebrew as the principal subjects.

In the territories of Spanish Guinea the age limits for children attending the lower primary school are fixed at 6 and 14 years (corresponding classes for adults are, however, also organized). Upper primary age limits are 10-14 years, and the minimum age of entry to vocational schools is 14. Two graded schools, at Santa Isabel and Bata, provide the upper primary course. The principal vocational school is the Instituto Colonial Indígena, with specialized courses for training assistant native teachers (*maestros auxiliares*), technical and administrative staff and technicians for the printing trades. A school of arts and crafts, attached to the Instituto, has two sections, for men and women, and offers practical trade training in painting, masonry, well construction, mechanics, electricity, tailoring, shoemaking and dressmaking. Home economics for girls is taught in the graded primary schools.

In the territories of Spanish Sahara the schools are governed by Spanish legislation and regulations.

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1. CEUTA: SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Primary schools, public	69	69	33	2 755	1 305
Primary schools, private	15	25	16	1 790	922
Secondary					
<i>General</i>					
Intermediate school, public	1	31	14	2 751	935
<i>Teacher training</i>					
Teacher-training school	1	13	9	208	147
<i>Vocational</i>					
Conservatory of music	1	11	6	270	167
School of commerce	1	10	2	113	55

Source. Office of the Spanish High Commissioner in Morocco. Statistical Service. Tetuán.

2. MELILLA: SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Primary schools, public	82	126	65	4 810	2 276
Primary schools, private	15	45	23	2 139	945
Secondary					
<i>General</i>					
Secondary school, public	1	17	2	870	338
Secondary schools, recognized	2	30	7	518	123
<i>Teacher training</i>					
Teacher-training schools	2	29	13	201	129
<i>Vocational</i>					
Commercial school	1	9	1	329	32
Other schools	3	26	5	354	103

Source. Office of the Spanish High Commissioner in Morocco. Statistical Service. Tetuán.

3. SPANISH WEST AFRICA:
SUMMARY OF SCHOOL STATISTICS. 1950/51

Spanish schools: 2 with 88 pupils (of whom 38 adults)
Native school: 1 with 21 pupils

Source. España. Consejo Nacional de Educación. Departamento de Estudios Estadísticos.

4. SPANISH ZONE OF MOROCCO: SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Spanish primary schools, public	187	180	92	8 531	4 031
Spanish primary schools, private	26	73	53	2 585	1 235
Moslem primary schools	3 482	4 133	81	51 179	3 025
Jewish primary schools	7	27	17	1 205	664
Secondary					
<i>General</i>					
Spanish-Moroccan intermediate schools	6	74	—	363	108
Secondary schools, private	7	105	33	1 182	400
Secondary school, official	1	16	—	106	—
<i>Teacher training</i>					
Teacher-training schools	2	37	15	35	12
<i>Vocational</i>					
Lower trade schools	3	24	—	167	—
School for Moroccan studies	1	14	1	151	17
Polytechnical school	1	33	3	94	23
Courses for adults	1	15	—	878	333
Conservatory of music					
Spanish section	1	9	1	157	125
Arabic section	1	10	—	85	18
Fine arts preparatory school	1	6	1	33	18
Schools of native art	2	34	6	233	113
Higher					
Higher Moslem education	1	15	—	19	—
Higher Jewish education	1	5	—	22	—
Other					
Koranic schools	289	335	—	3 274	—
Moslem religious centres	1	11	—	82	—

Source. Office of the Spanish High Commissioner in Morocco. Statistical Service. Tetúan.

5. SPANISH GUINEA: SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Pupils		Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.			Total	F.	Total	F.
Primary						Secondary					
Primary schools, public	85	129	22	17 356	5 162	<i>General</i>					
						Secondary school, public	1	10	1	62	17
						<i>Vocational</i>					
						Secondary vocational school, public ¹	1	10		101	22
						School of arts and crafts	1	3		...	...

Source. España. Presidencia del Gobierno. Dirección General de Marruecos y Colonias.

1. Including teacher training.

6. SPANISH GUINEA: PUBLIC EXPENDITURE ON EDUCATION, 1951 (in pesetas)

Item	Amount	Item	Amount
Total	2 784 594		
Administration, inspection, etc.	135 000	Teacher training	428 800
Primary education	1 559 300	Post-school and adult education	16 000
Secondary education		Subsidies granted to private education	272 494
General	180 000		
Vocational	193 000		

Source. España. Presidencia del Gobierno. Dirección General de Marruecos y Colonias.

Note. Official exchange rate: selling official: 1 peseta = 0.08913 U.S. dollar; buying official: 1 peseta = 0.04566 U.S. dollar.

7. SPANISH ZONE OF MOROCCO: PUBLIC EXPENDITURE ON EDUCATION, 1951 (in thousands of pesetas)

Item	Amount	Item	Amount
Total	17 380		
Administration, inspection, etc.	420	Teacher training	35
Primary education	12 650	Higher education	1 250
Secondary education		Post-school and adult education	325
General	1 250	Subsidies granted to private education	350
Vocational	500		
Teacher training	600		

Source. Office of the Spanish High Commissioner in Morocco. Statistical Service. Tetúan.

S W E D E N

Total population (1951 midyear estimate): 7,073,000.
 Total area: 449,000 square kilometres; 173,360 square miles.
 Population density: 16 per square kilometre; 41 per square mile.
 Population, within compulsory school age limits (30 June 1951): 695,588.¹
 Total enrolment, within compulsory school age limits (30 June 1951): 693,062.¹
 Enrolment of girls as percentage of total: 49 per cent in primary education.
 Pupil-teacher ratio (1951): 22 in primary education.

LEGAL BASIS

In Sweden there are special regulations and as a rule a normative curriculum for each type of school. The regulations and curricula are promulgated by the Cabinet (the King in Council). Parliament, however, exercises the final authority in financial matters and, as most educational reforms involve finance, the plans generally have to be approved by Parliament. The regulations of the two principal types of school, elementary and State secondary, are edited as *Folkskolestadgan* and *Läroverksstadgan*.

1. The difference between the two numbers, 2,526, includes children who are kept from school by illness, absence abroad or lack of school maturity.

Illiteracy rate: much less than 0.1 per cent (1951/52 mental defectives).

National income (1951): 36,800 million kronor.
 Public expenditure on education (1951): 1,120 million kronor.

Cost per pupil in primary education (1949): 930 kronor.
 Official exchange rate: 1 krona = 0.1932 U.S. dollar.

Prepared by the Swedish Royal Board of Education, in June 1953.

Compulsory education for all children was introduced by the Elementary School Act of 1842. By a parliamentary decision in 1936, the period of compulsory education was extended from six to seven years, and by the school year 1948/49 this programme had been virtually carried into effect. Local school authorities have permissive powers to extend compulsory attendance to eight years upon approval of the government. School districts with eight compulsory years of schooling contain one-fifth of the population of the entire country (one-half of the urban population). According to a parliamentary decision of 1950 a nine-year compulsory school will be introduced gradually.

The compulsory school age begins at 7. Admission to school may be postponed for a year, if the child has not reached the required maturity. On the other hand, a child

GLOSSARY

anstalt för lägre yrkesutbildning: lower vocational training school of home economics (*husligt arbete*) commerce (*handel*) and industry and trade (*industri och hantverk*).

daghem or *leksskola*: pre-primary schools.
fackskola för huslig ekonomi: vocational training school of home economics.

folkhögskolorna: institutions offering part-time general secondary education for adults.

folkskola: an institution covering the period of compulsory schooling and comprising a primary infant department (see *småskola*), a primary school proper and one or two continuation classes at lower secondary level.

folkskoleseminarium: teacher-training college.

gymnasium: State upper general secondary school with three streams, the *latinlinje*, emphasizing literary and classical studies, the *reallinje* with scientific subjects, and the *allmän linje*, emphasizing social studies and languages.

gymnastika centralinstitutet: teacher-training school for teachers of physical education.

handelsgymnasium: vocational secondary school of commerce.

högre flickskola: municipal general secondary school for girls, with curriculum emphasizing home economics and related subjects.

högre folkskola: lower general secondary school.

konsthögskola: vocational training school of fine arts.

småskola: lower infant department of primary school.

realskola: State lower general secondary school.

sjuksköterskeskola: vocational training school of nursing.

socialinstitut: vocational training schools for social welfare workers.

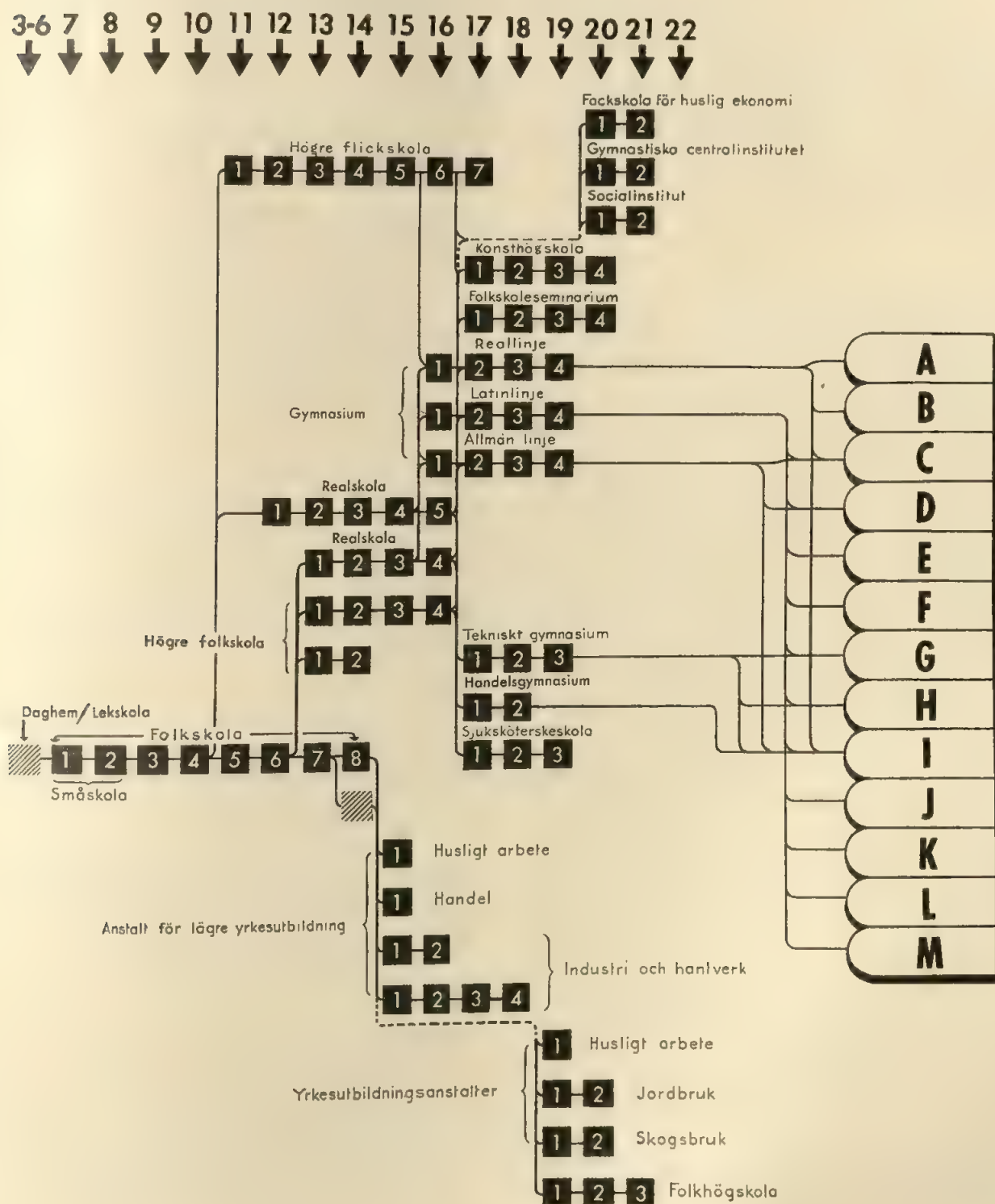
tekniskt gymnasium: vocational secondary school for technical training.

yrkesutbildningsanstalter: vocational training schools for pupils who have already had practical experience of domestic work (*husligt arbete*), agriculture (*jordbruk*) and forestry (*skogsbruk*).

INSTITUTIONS OF HIGHER EDUCATION

- Theology.
- Arts.
- Social sciences.
- Law.
- Science.
- Agriculture.
- Forestry.
- Technology.
- Commerce.
- Medicine.
- Veterinary science.
- Dentistry.
- Pharmacy.

DIAGRAM



may be permitted to enter a regular school at 6, if the parents wish and if, after a medical examination and other tests, the child is found to be ready for school. If in the last compulsory school year the student has not attained the required standard, he may be compelled to attend school for an additional year.

During the compulsory school years about one-third of the children transfer from the elementary to secondary schools and pursue their studies beyond the compulsory period. The rest, about two-thirds, receive all their compulsory education in the elementary school (and part-time continuation school).

ADMINISTRATION

The elementary schools are in principle administered locally, but subject to State supervision and inspection. The local administrative unit is called the school district, and its boundaries usually coincide with those of the municipality. There are about a thousand such districts. Within the school district the immediate control and direction of elementary school affairs are in the hands of a school board. The board is appointed by the local council by proportional election. The responsibility of the school board is to provide and supervise elementary education according to current acts and regulations, administer school finances and premises, employ and dismiss teachers, and submit important school business to the council for decision. The pedagogic administration of the elementary schools in a school district is now usually entrusted to one or more school superintendents or inspectors, appointed by and responsible to the school board.

State supervision of elementary schools is carried out by 52 elementary school inspectors, each with an inspectorate of his own.

Many secondary schools are run by the municipalities and are locally administered in almost the same manner as elementary schools. But in the State secondary schools, which form the principal group of non-vocational secondary schools, and in some vocational schools, e.g. the technical secondary schools, the administration rests with a headmaster, who is appointed by the government and is responsible to the central authorities. He is assisted by a *collegium*, which is the formal assembly of the teaching staff, and a local committee, the responsibility of which is limited largely to the maintenance of premises.

The national direction of elementary schools and of non-vocational secondary schools is exercised by the Board of Education. Comparable and equal in status is the Board of Vocational Education, the national authority of vocational schools of commerce, industry and home economics. The two boards are civil service divisions under the Ministry of Education, but are, to a large extent, operationally independent of the Ministry. The final authority in administrative matters concerning education is the Cabinet, acting on proposals by the Minister of Education.

Some of the vocational training schools are subordinate to other ministries and their boards; thus the Board of Agriculture is in charge of schools of agriculture, and the Medical Board of the training of nurses. Pre-

school education is supervised by the Social Welfare Board.

Universities are self-governing in many respects, but work under the control of the University Chancellor and indirectly under the Ministry of Education and the Cabinet.

Finance

The financial responsibility for elementary schools is divided between the government and the municipalities. The government supplies the larger amount, including teachers' salaries.

Vocational and non-vocational secondary education and higher education are operated by the government, county councils, municipalities, associations and foundations. The publicly-owned schools are the most numerous.

Private schools are seldom owned by individuals, nor are there any chains of schools belonging to powerful organizations. The schools are generally owned or sponsored by associations or groups interested in education, one or a few schools being established by each group. Most private schools receive public grants and are inspected by the public boards.

The universities of Uppsala and Lund, and many of the specialized universities or institutes, e.g. the universities of technology, are wholly supported by the government. The general and the commercial universities at Stockholm and Gothenburg are partly State-aided, partly supported by their home cities and private endowments.

Adult education receives public grants, considerably increased since 1947, but most of the administrative work is carried out by independent associations or other private groups.

Buildings and Supplies

The school buildings are of many different types, ranging from small wooden houses in sparsely populated communities to city palaces, designed by representative architects. By providing the school districts with designs for school buildings, etc., the Board of Education seeks to improve the general standard of buildings. The government gives subsidies not only for building but also for equipment and supplies, especially in order to help poor rural communities. The equipment of the secondary schools and of the large elementary schools is mostly very good, especially as regards the departments of natural science. With government aid, an ever-increasing number of schools instal film projectors and radio equipment.

ORGANIZATION

Primary Education

There are no compulsory pre-primary schools, but a steadily growing number of voluntary schools of this type, especially in towns and industrial districts.

The children receive primary education in compulsory public elementary schools. The first two classes of the elementary school form *småskolan* (the junior elementary

school). The teachers in these classes are women with special training for teaching small children. The succeeding classes, *den egentliga folkskolan* (the elementary school proper), have about an equal number of male and female teachers. Less than 1 per cent of children are given their earliest instruction in private as opposed to public schools.

Subjects taught in the elementary schools are scripture, Swedish, arithmetic and geometry, local knowledge together with practical exercises, history, geography, natural science of all kinds, drawing, singing and physical training with games and athletics. English is being introduced more and more, from the fifth year or later.

The elementary school uses the teacher-and-class system, which means that the teacher is responsible for the instruction in all or nearly all subjects. In many schools, however, special teachers are employed for singing, physical training, handicrafts and English.

The main kinds of elementary school belong to the A- and B-forms. In the A-form pupils in each year make up at least one whole class, requiring a teacher to themselves. In the B-form combinations of two or more years make up a group of which only one teacher is in control.

Secondary Education

Two-thirds of the children stay in the elementary school and receive their secondary education in the highest classes (7 and 8) in that school. Among the theoretical subjects are those already mentioned plus civics; among the practical subjects bookkeeping, shorthand, typing and industrial and craft work. In districts without the eighth school year, children who complete the seventh class and do not pass on to other schools have to attend a part-time continuation school, providing a year's course of at least 180 lessons, and preparing for vocational life and other demands of society.

One-third of the children transfer to secondary schools from the fourth or sixth class of the elementary school. Admission is generally worked out on the basis of the graded reports that the children receive in the elementary school.

The most frequent type of secondary school is the *realskola* (lower State secondary school or State middle school). It forms the lower part of the State secondary school system organized in the seventeenth century by King Gustavus Adolphus. The students receive a general education, but with more stress on foreign languages (English, German, French) than in the elementary school. One of its chief aims is to prepare for the upper State secondary school and higher vocational education. The same curricula are found in the municipal secondary schools and in the private lower secondary schools, which differ from the lower State secondary schools in the matter of administration. These three types of school lead to *realexamen* (lower certificate) at an average age of 17. At that age students have completed a 10-year course (six years of elementary and four years of secondary school) or a nine-year course (four years of elementary and five years of secondary school).

The practical secondary schools have a more specialized

curriculum, with certain vocational subjects. They are divided into a commercial, a technical and a domestic stream. These schools lead to *den praktiska realexamen* (practical lower certificate).

The practical and municipal secondary schools had their origin in the *högre folkskolor* (higher elementary schools or people's secondary schools), which are still in existence.

The lower classes of the municipal girls' secondary schools and the corresponding private schools offer mainly the same courses as the *realskola*. The higher classes put more emphasis on hygiene, psychology and home economics. The course is two years longer than that of the *realskola*, but the curriculum is marked by a slower pace of study. The schools lead to *normalkompetens* (the qualifying certificate), which is of about equal value with the lower certificate.

The people's colleges (*folkhögskolorna*), belong to the secondary level. In civics and economics, they often reach a very high standard. These colleges are attended by young farmers and other groups (average age about 20) with an elementary school background. The schools offer summer and winter courses over one, two and three years, and aim at giving the students a general education, making them familiar with their country, and developing their sense of social responsibility. People's colleges play a prominent role in adult education. Some of them are sponsored by popular movements or societies, some are established by county councils.

After the lower certificate the student may pass on to a *gymnasium* (upper State secondary school, or junior college). This offers a three-year course leading to the *studentexamen* (the higher certificate, or the university entrance examination). It is possible, however, to choose another way to this examination: from the last class but one in the lower secondary schools the pupil may transfer to a four-year stream in the *gymnasium*. It is also possible to pass from a girls' school to the *gymnasium*.

The *gymnasier* have two sides, a classical side (*latinlinje*) and a modern one (*reallinje*), very roughly corresponding to the English division into arts and sciences. In 1953 a third side was introduced, a general side (*allmän linje*), where social studies and modern languages are given emphasis. In addition there are technical and commercial *gymnasier*, which give both vocational and general education.

Vocational guidance is gradually being developed in the upper secondary schools and in the highest classes of the lower secondary schools and of the elementary schools.

Vocational Education

Vocational training schools at various levels are linked with the elementary school, the lower secondary school and the *gymnasium*.

The apprentice and trade schools for students with elementary school background deserve first mention. These are mostly administered by municipalities and provide training for industry, commerce and home economics, mostly at evening courses or short courses. Full-time courses of five months or more are given in workshop schools for industry and in some commercial and domestic schools. This type of course is also offered

by schools for farming, market gardening, dairying, forestry, etc.

Schools requiring a more extensive background of general education (such as graduation from a lower secondary school) are the training colleges for elementary school teachers, the schools of nursing and midwifery, the schools of navigation, the colleges for domestic economy and handicraft and the technical and commercial *gymnasier* just mentioned. These institutions are also attended by students who have passed the university entrance examination. Their instruction is almost at university level. This applies even more to the institutes of social work, the central gymnastic institute and colleges of music and art.

Universities

Two of Sweden's four leading universities, Uppsala (founded in 1477) and Lund (1668), are complete in the European sense, i.e. with faculties in theology, law, medicine and philosophy (arts and science). Of the two others, Stockholm University at present teaches law, arts, and natural and social sciences, and Gothenburg University medicine, arts, and natural and social sciences. There are also a number of more special institutes for advanced studies (commerce, technology, medicine, veterinary medicine, dentistry, forestry and agriculture), all of which have the right to confer a doctor's degree. They are mainly situated in Stockholm and Gothenburg.

On the whole, Swedish universities have much in common with continental universities, and studies largely correspond to those carried on in the graduate schools of American universities.

Students who have received the higher certificate are admitted to the four leading universities without entrance tests; the special institutes require a high grading in this examination and, in addition, often test applicants before admission. The method of study at Swedish universities is very free. In humanities most of the work consists of private reading and attendance at a limited number of compulsory lectures and seminars. The scholastic standard is high, and the courses require intensive application. Combining studies with outside work is not encouraged.

The teaching staff of the universities comprises full professors, who are permanent holders of academic chairs, and assistant professors or lecturers, called *docenter*, whose active service is more temporary.

In the faculties of philosophy the average time needed for the lower degrees of *fil. kand.* or *fil. mag.* (compulsory for teachers of secondary schools) is about five years. After another three to five years of study the student may take *fil. lic.* (corresponding to Ph.D.), and after publishing and publicly defending a thesis he may be promoted to *fil. dr.*, the degree of doctor. There are corresponding degrees at the other faculties and institutes.

Teacher Education

The teachers of the elementary school proper have to graduate at the elementary school teachers' training colleges. These colleges offer a two-year course for students with the higher certificate and a four-year course for

students with the lower certificate or a corresponding standard of knowledge. The junior school teachers are trained in junior elementary school teachers' training colleges. They are admitted to these colleges if they hold the lower certificate or have knowledge of a corresponding standard in most subjects. At the college they receive a two-year training course. The students in the training colleges practise teaching in special practice schools, generally attached to the colleges.

Teachers of subjects requiring practical or artistic skills, such as music, drawing, physical training, handicraft and household work, receive their training of two to four years at special institutes after graduating from lower or upper secondary schools.

Secondary school teachers in theoretical subjects must hold at least a master's degree (*fil. mag.*). The principal teachers of the *gymnasier* have to be Ph.D.s (*fil. lic.* or *fil. dr.*), but many teachers with the master's degree also teach in these schools. In addition to theoretical studies the secondary school teachers take a term or a year of supervised practical educational training. At the people's colleges teachers of theoretical subjects are also required to have university degrees.

Elementary school teachers are responsible for all or most subjects, whereas teachers with university degrees give instruction in a couple of related subjects, included in their degree.

Special Education

There are special schools with general and vocational education for children who are blind, deaf, crippled or mentally defective. A number of reformatory schools provide vocational training.

An increasing number of local school authorities are establishing auxiliary classes for mentally retarded children. In these classes the courses are less comprehensive and the size of the classes smaller. The larger school districts, moreover, run special classes for children who have poor hearing or who stammer, and for psychologically and physically disabled children.

ADULT EDUCATION

Adult education in Sweden has developed in close connexion with the growth of the popular movements: the trade unions, labour party, co-operative, temperance, Free Church and farmer movements. This is most obvious in the case of study circles, which have now more than half a million members a year. The circles work either under the guidance of an instructor or by themselves, and some do correspondence school courses or follow a study programme broadcast by the Swedish radio. Subjects range from English and music to trade union procedure.

For a long time, Sweden's adult education had little contact with the universities. The university students have now, however, taken up a kind of university extension work.

Two of the leading correspondence institutes are privately owned, and two are operated by popular movements. The number of students enrolled is about half a million, of

whom 100,000 are included in the figures already mentioned for members of correspondence study circles.

Three different types of public lecture programmes receive government support: individual popular science lectures, series of lectures delivered over two successive evenings, and more comprehensive popular educational courses, consisting of 10 to 30 lectures.

In most towns there is at least one municipal library, and besides these there are often public libraries owned and operated by educational associations and popular movements. The public libraries contain more than 12 million volumes.

The people's colleges are treated in the secondary education section.

STATUS OF TEACHERS

Swedish teachers at all levels enjoy a high degree of social prestige. The elementary school teachers, many of whom are male, are very often civic leaders in their municipalities, active in political work, in the local branches of popular movements, in adult education, etc. The secondary school teachers have a good scientific training, and many of them are among the best experts in their subjects in Sweden.

After some years of service they become regular teachers with a life tenure. Elementary school teachers are appointed by the local school boards on the proposal of elementary school inspectors. The State secondary school teachers are appointed by the government.

Some of the teachers may rise to be headmasters, superintendents and inspectors. It is not possible to dismiss a regular teacher, unless he has broken the criminal law or made very grave mistakes in his work. After reaching retiring age teachers receive State regulated pensions.

SCHOOL WELFARE SERVICES

The school medical service is operated by school doctors and nurses. These have generally part-time posts: a county medical officer acts as school doctor and a district nurse as a school nurse. In the larger towns there are also full-time school doctors and nurses. The school medical service is primarily preventive. All new pupils are given a medical examination. In addition, class-inspections are arranged at regular intervals, and a more continuous medical check is kept on children who are delicate or ill or who have been exposed to infection. Special importance is attached to tuberculosis tests both for children and teachers. The free dental services have been gradually expanded in scope.

State grants are made for free school meals for pupils in the elementary and continuation schools. By local initiative meals are provided for students in many secondary schools as well. Textbooks and other work materials are free in elementary education and in many secondary schools. Public elementary education as a whole is free, all costs being paid by public grants. The fees in the public secondary schools and higher schools are low, and students from families with low incomes are completely exempted.

Since 1946 students who are forced to live away from home in order to get education in secondary schools,

receive scholarships towards meeting boarding expenses. Other students are compensated for part of their travel expenses. A supplementary scholarship is given to needy secondary school students with the inclination to study. Students at technical trade schools and at technical and commercial *gymnasier* obtain scholarships on the same terms as students in non-vocational secondary schools. Government scholarships are also available in order that needy students may attend full-time schools providing basic vocational training.

State grants are made for children's holiday camps, and for holiday activities. In elementary and secondary schools three or four lessons a week and about ten whole days a year are given to physical education, organized by the schools. In addition the students voluntarily devote their time to physical training, often in sports clubs, and athletic competitions between schools are common.

An investigation a few years ago showed that 75 per cent of the students in *gymnasier* belonged to at least one club. About 24 per cent belonged to sports clubs, 18 per cent to clubs for art or science and similar academic subjects, 14 per cent took part in scouting, 10 per cent in temperance and social education, 8 per cent in military training and 3 per cent in political groups.

At the universities students have a choice of still more clubs. Many join academic organizations in different fields, or political organizations, while social clubs play only a secondary role.

TRENDS

During the 1940's Sweden's school problems were investigated by two royal committees, the 1940 School Committee and the 1946 School Commission. On the basis of their reports, running to more than 5,000 pages, a government proposal was prepared and submitted to parliament in 1950. Parliament approved the following long-term programme for the development of the educational system:

Compulsory schooling will be extended to nine years, of which the last will be used for preparatory vocational training for most students.

The different types of school, elementary, continuation, higher elementary, municipal secondary and lower State secondary, will be replaced by a comprehensive or 'unity' school to the degree shown by educational experiments to be expedient.

English will be taught from the fifth year as an ordinary subject in the comprehensive school. Two other languages will be optional subjects, but compulsory for students who aim at higher studies: German from the seventh year and French from the ninth.

Vocational guidance will be given in the seventh and eighth years. In the ninth year a large group is to receive preparatory vocational training, other students are to get practical training of a general nature, and still others theoretical instruction, connected or unconnected with continued education in the *gymnasium*.

The system of annual fees at the State secondary schools and the corresponding municipal schools will be abolished. The requisite financial support will be given, so as to

ensure that every student has access to an education corresponding to his personal abilities and to the needs of society.

The rise of the birth rate during the 1940's has resulted in a current shortage of teachers and classrooms. The general introduction of the nine-year compulsory school must therefore be postponed to the sixties. In the meantime large-scale field experiments will be conducted in many

municipalities in order to ascertain the most suitable organization, differentiation, methods and curricula for the comprehensive school.

At present nearly 3 per cent of the national income is devoted to education; it is expected that another 1 per cent will be required when school reform has been carried through.

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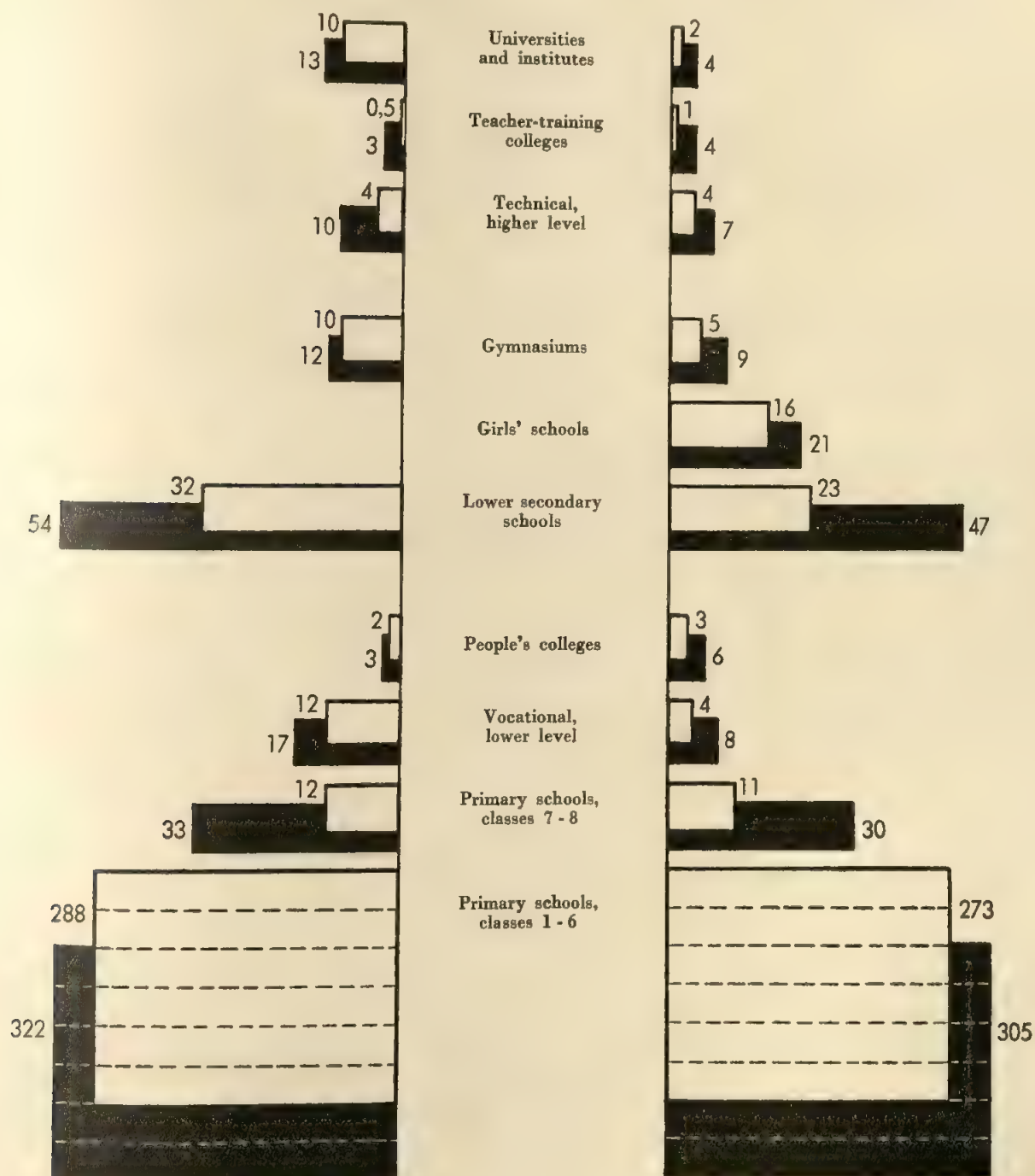
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ENROLMENT (in thousands of pupils) IN DIFFERENT TYPES OF SWEDISH SCHOOLS
FOR THE YEARS 1936/37 (in white) AND 1951/52 (in black)

Male

Female



1. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers ¹		Pupils ²	
		Total	F.	Total	F.
Pre-school					
Pre-primary schools (public and private)	788	1 966	1 966	29 246	...
Primary					
Primary classes 1-6, public	9 045	30 165	20 526	626 385	304 451
Nomad schools for Lapps, public	13	22	12	378	188
Schools at hospitals, public	24	47	36	633	244
Preparatory classes in secondary schools, private	7	32	32	902	679
Secondary (lower level)					
<i>General (public)</i>					
Primary classes 7-8	...	3 049	1 310	63 220	30 431
Lower secondary schools	262	3 878	1 468	84 647	38 633
Practical secondary and higher primary schools	52	701	313	12 000	6 695
Girls' secondary schools	49	910	882	19 270	19 270
<i>Private</i>					
Lower secondary schools	26	167	63	4 404	1 972
Girls' and boys' secondary schools	10	57	38	1 596	1 418
<i>Public and private</i>					
People's colleges	75	483	160	8 960	6 257
<i>Vocational</i>					
Industry, commerce and domestic work	446	1 179	...	17 129	...
Agriculture and forestry	115	398	171	4 089	1 782
Fine arts	3	34	11	390	174
Training in public enterprises	64	335	—	2 509	—
Private vocational (1948/49) ⁷	47	...	...	6 456	...
Secondary (higher level)					
Gymnasiums, public	98	1 029	301	17 880	7 652
Gymnasiums, private	23	188	74	3 383	1 505
<i>Teacher training</i>					
For elementary school teachers	30	518	168	6 184	3 637
For special school teachers	2	3	2	26	23
For nursery school teachers	7	14	10	468	468
<i>Technical</i>					
Technical and commercial	33	321	29	6 051	755
Domestic economy and handiwork	8	51	50	445	445
Gymnastic institutes	2	18	11	278	224
Fine arts	8	78	12	1 087	488
Social work	3	12	5	900	400
Nursing, midwifery, etc.	40	157	144	4 488	4 415
Agriculture, fishing, etc.	11	55	—	1 221	5
Industry	4	21	2	444	62
Training in public enterprises	12	108	6	1 769	309
Private vocational (1948/49) ⁷	9	...	...	1 680	...
Colleges for Free Church leaders	4	14	1	167	17
Higher					
Degree granting universities and institutes					
Universities	6	1 041	32	11 875	3 749
Specialized universities, colleges or institutes ⁸	10	495	11	5 738	499

1. Only full-time teachers, i.e. who give instruction for at least 20 hours per week, are included.
2. Full-time only.
3. The numbers for elementary schools, classes 1-6, refer to all public elementary schools including classes 7-8.
4. Numbers of teachers for classes 1-6 and for classes 7-8, 9-10 represent an estimated distribution of all elementary school teachers in proportion to the number of students of each level.
5. In addition the following numbers of part-time students in continuation schools: 1951/52, 53,539 (25,262 female).

6. Where secondary schools under the same administration provide education at both lower and higher levels, the number of teachers have been distributed in proportion to the number of classes at each level.
7. Schools of industry, commerce, domestic work and fine arts, not subject to public control.
8. A number of part-time teachers are included.
9. Colleges and institutes of dentistry, pharmacy, veterinary science, technology, agriculture, forestry and commerce.

Level of education and type of school	Institutions	Teachers ¹		Pupils ²	
		Total	F.	Total	F.
Special					
Schools for the blind	4	46	31	241	107
Schools for the deaf	12	133	64	797	368
Schools for cripples	5	78	33	791	291
Schools for mental defectives	59	298	281	2 540	1 036
Reformatory schools	25	102	44	734	229

Source. Sverige. Kungliga Skolöverstyrelsen. Stockholm.

1. Only full-time teachers, i.e. who give instruction for at least 20 hours per week, are included.

2. Full-time only.

2. HIGHER EDUCATION, 1951

Faculty	Number of faculties	Students enrolled		Degrees awarded					
		Total	F.	Total		First and second degrees		Licenciates and doctorates	
				Total	F.	Total	F.	Total	F.
Total	23	17 613	4 248	3 377	715	2 803	639	574	76
Law	3	1 861	283	295	30	290	30	5	—
Medicine	4	2 079	388	542	102	270	56	272	46
Philosophy	4	7 569	3 056	1 087	351	853	321	234	30
Theology	2	366	22	91	7	72	7	19	—
Agriculture	1	296	8	44	2	40	2	4	—
Commerce	2	1 028	34	204	7	203	7	1	—
Dentistry	2	869	197	373	93	373	93	—	—
Forestry	1	120	—	38	—	38	—	—	—
Pharmacy	1	278	190	143	111	143	111	—	—
Technology	2	2 926	55	521	7	484	7	37	—
Veterinary science	1	221	15	39	5	37	5	2	—

Source. Sverige. Kungliga Skolöverstyrelsen. Stockholm.

3. PUBLIC EXPENDITURE ON EDUCATION, 1951 (million kronor)

Item	Amount
Total	1 120
General administration, inspection, etc.	6
Primary education	
State	330
Local government	332
Secondary education	
General (State only)	143
Vocational (State only)	35
General and vocational (local government)	164
Teacher training	24
Higher education	51
Post-school and adult education	16
Special education	11
Subsidies to private education (all levels)	8

Source. Sverige. Kungliga Skolöverstyrelsen. Stockholm.

Note. Official exchange rate in 1951: 1 krona = 0.1932 U.S. dollar.

SWITZERLAND

Total population (1951 estimate): 4,750,000.
Total area: 41,300 square kilometres; 16,000 square miles.
Population density: 116 per square kilometre; 297 per square mile.
Enrolment of girls as percentage of total: 49 per cent.
Pupil-teacher ratio: 26 in public primary schools.

National income (1951): 19,500 million Swiss francs.

LEGAL BASIS

The Swiss Confederation was formed out of a voluntary association of already existing communities. At the time of association, each community had its own school system, based on its customs and traditions, and there has been no forfeit of this to the central federal authorities. Education in Switzerland has consequently remained a separate matter for each of these communities. Each of the 25 cantons and semi-cantons—small sovereign States, as it were, within the federal framework—has a school system in line with its own historical development.

There are thus, for education, 25 different cantonal systems. These reflect the regional, denominational and linguistic features of widely varying regions. But there is a uniform desire to train up future leaders; Swiss schools may take very different forms, but they show a striking unity of purpose.

Educational Provisions of the Federal Constitution

Primary education. There are two main provisions bearing on primary education.

Article 27, paragraphs 2, 3 and 4 of the Constitution states that: 'The cantons shall provide primary education, which must be adequate and placed under the exclusive control of the civil authorities. It shall be compulsory and, in the public schools, free.

'The public schools shall be open to children of all religions, and freedom of conscience and belief shall in no way be impaired or penalized.

'The Confederation shall proceed as necessary against any canton which fails to comply with these provisions.'

Article 49, paragraphs 1, 2 and 3, also expressly safeguards the basic principle of freedom: 'Freedom of conscience and belief shall be inviolable. No one may be compelled to belong to a religious association, follow religious instruction or perform an act of religion, and no one shall suffer any form of penalty on account of his or her religious opinions. Parents or guardians shall have discretion as regards the religious instruction of the children for whom they are responsible . . . until such children have attained 16 complete years of age.'

Higher education. The Federal Constitution of 1848 contained the following provision:

Public expenditure on education (1948): 456,188,607 Swiss francs.

Official exchange rate: 1948—1 Swiss franc = 0.2317 U.S. dollar;
1951—1 Swiss franc = 0.2307 U.S. dollar.

Prepared by the Swiss National Commission for Unesco in March 1953.

Article 22: 'The Confederation may establish a Swiss University and an Institute of Technology.'

Under the 1874 Constitution, now in force, this right was extended as follows:

Article 27, paragraph 1: 'The Confederation may establish, in addition to the existing Institute of Technology, a Federal University and other higher educational establishments, or may subsidize such establishments.'

The Institute of Technology, administered by a board and supervised by the federal authorities, is financed wholly by the Confederation. Its annual budget currently amounts to some eight-and-a-half million Swiss francs. For the school year 1951/52 it had 2,917 students, including 112 women, and 2,479 *auditeurs* (non-registered students).

There are other constitutional provisions—several of them introduced later, as the need arose—which apply throughout the entire Confederation. Some of these may seem to have little bearing on education, but they do, on occasion, influence it considerably.

The following articles of the Federal Constitution are instances:

Minimum age of workers. The following provisions underlie the Federal Law of 24 June 1938 on the minimum age of workers:

Article 34, paragraph 1: 'The Confederation may enact uniform measures concerning child labour in factories, maximum working hours for adult factory workers, and the protection of workers employed in unhealthy and dangerous undertakings.'

Article 34b (legislation on arts and crafts): 'The Confederation may legislate on vocational training in industry, the arts and crafts, trade, agriculture and housework.'

This law prescribes that no one under 15 full years of age shall be employed in a public or private enterprise. It does not however apply to agriculture, forestry, housework, and public or 'public utility' establishments concerned with the arts, science, education, etc., social welfare or the care of the sick. Although the law, mainly a protective measure, expressly states that the cantonal school laws are not affected, and provides for a number of exceptions, it has, by fixing the minimum working age at 15, influenced the duration of compulsory schooling in certain cantons, which have been impelled to adapt their school system to the system and period of apprenticeship and have revised their legislation so as to make the beginning of appren-

ticeship coincide with the end of the compulsory schooling period.

Instruction in physical culture and sports. Articles 18, 19, 20, 21 and 22 of the Constitution concern military service and army organization. They form the basis of the law (12 April 1907) on military organization, and the ordinance (7 January 1947) encouraging gymnastics and sports.

Articles 102, 103 and 104 of the law contain general provisions applicable throughout the Confederation. Boys must be taught gymnastics during the whole compulsory schooling period. The federal authorities recommend the cantons to make this instruction compulsory for girls as well. Courses in gymnastics and sports for physical culture instructors have been organized by the Institute of Technology.

Health, medical studies, matriculation certificate. The following articles of the Constitution apply:

Article 69: 'The Confederation may legislate against communicable diseases, widespread diseases and diseases that are particularly dangerous for men and animals.' This provision underlies the laws on public and school health, especially the federal law (dated 13 June 1928) on the eradication of tuberculosis; the cantonal school authorities must apply this law in their respective schools.

Article 33: 'The cantons may require candidates for the liberal professions to produce evidence of their proficiency. To that end federal legislation shall provide that such candidates may obtain proficiency certificates, valid throughout the Confederation.'

These proficiency certificates are provided for in the federal law (19 December 1877) on the exercise of the professions of doctor, chemist and veterinary surgeon, and in the supplementary law (21 December 1886) on the exercise of the dentist's profession.

To obtain permission to exercise any of these professions, candidates must pass special federal examinations. They receive diplomas only if they can produce a federal matriculation certificate. These federal matriculation certificates are issued either by the Federal Matriculation Commission, which periodically organizes examinations in the three linguistic regions of the country, or by the public or private schools whose certificates are recognized by the federal authorities.

Thus, the studies and examinations for the federal matriculation certificate must conform to provisions applicable throughout the whole of Switzerland.

Vocational education. Article 34b of the Constitution, already mentioned, forms the basis of the federal law (dated 26 June 1930) on vocational education. This law specifies the training required for professions in the field of handicrafts, industry, transport, trade and similar economic activities. It determines the nature of the apprenticeship system (whether the apprenticeship be served with a master, in a workshop or in a school), establishes compulsory vocational education for apprentices, final apprenticeship examinations and higher vocational examinations, and prescribes the conditions which the cantonal and communal schools of vocational education must satisfy in order to obtain subventions from the Confederation.

Candidates who pass the final apprenticeship examinations receive a 'qualifying certificate' carrying with it the title of qualified worker or employee. Candidates who pass the higher vocational examinations receive a 'master's diploma' (*diplôme de maîtrise*). The names of holders of these diplomas are published and classified by professions in a register kept up to date by the Office Fédéral de l'Industrie, des Arts et Métiers et du Travail. This register may be freely consulted by the public.

The federal law on vocational education calls for the co-operation of the professional associations. The organizing of vocational education is a matter for the cantons, subject to the law and without prejudice to inter-cantonal vocational courses or the provisions concerning federal establishments and federal staff.

Financial Provisions Regarding Education

To help the cantons implement certain measures prescribed by the Constitution and the laws, the Confederation grants them, conditionally, federal subventions.

The following are examples directly affecting education:

Primary Education. Federal Constitution, Article 27a (adopted by the people on 23 November 1902): 'Subventions shall be granted to the cantons in order to help them to fulfil their obligations in the field of primary education.'

This provision is at the basis of a law (dated 25 June 1903) which, after amendment in 1930, is now again being revised. In order to take greater account of the difficulties confronting certain cantons owing to linguistic and geographical conditions, the new draft to be submitted to both federal chambers provides for a basic subvention of 4 Swiss francs per child of 7 to 15 years of age. Moreover, a 'mountain supplement' of 8 francs per child of 7 to 15 years of age is granted to the cantons of Uri, Schwyz, Unterwalden (Upper and Lower), Appenzell (Outer and Inner Rhoden), Graubünden, Ticino and Valais. In addition to this, a 'linguistic supplement' is granted to two cantons which, for linguistic reasons, have to incur special expenditure, particularly on textbooks. This supplement is 15 francs per child of 7 to 15 years of age for the canton of Ticino (Italian language), and 15 francs per Italian-speaking child of 7 to 15 years of age and 30 francs per Romansh-speaking child of the same age for the canton of Graubünden (German, Italian and Romansh-speaking regions).

The cantons must devote 10 per cent of the basic subvention to the instruction and education of disabled children.

The law expressly recognizes that the organization, direction and supervision of primary schools is a matter for the cantons. The subvention for primary education amounts to approximately 4 million Swiss francs.

The Confederation also earmarks an annual sum of 170,000 francs for Swiss schools abroad.

Vocational education. The law on vocational education determines which institutions and branches of instruction may be subsidized. These are: public establishments and courses, or those of public interest, which contribute to vocational education (industry, arts and crafts, trade,

agriculture, women's occupations and domestic science), including courses in pre-apprenticeship, vocational re-education, 'mastery', other higher vocational courses, and courses for teachers and experts; and vocational guidance institutions. Subventions can also be accorded for the organizing of examinations, the granting of scholarships, the publication of reviews by professional associations and the building of new vocational education establishments.

The subventions for vocational education are included in the Confederation's annual budget. By way of illustration, the following federal subventions were granted to the cantons as a whole for the school year 1948/49: technical education, 6,093,617 francs; commercial education, 3,150,962 francs; agricultural education, 1,254,338 francs; domestic science, 2,264,413 francs.

Higher education. Article 27, paragraph 1 of the Constitution states that: 'The Confederation may establish, in addition to the Institute of Technology, a Federal University and other higher educational establishments, or subsidize such establishments.'

Under this article and the federal law on vocational education, the Confederation subsidizes the teaching of economic science and commercial science at the universities. The subventions amounted, in 1948/49, to 139,685 francs for the universities of Zürich, Berne, Fribourg, Basle, Lausanne, Neuchâtel and Geneva, and 127,410 francs for the Higher Commercial School at St. Gallen.

The Confederation also defrays, in part, the working expenses of the International Foundation of the Jungfrau-joch Scientific Station (Federal Decree of 5 December 1949) and the cost of maintaining the Federal Institute for Snow and Avalanche Study on the Weissfluchjoch near Davos. It subsidizes the Swiss National Fund for Scientific Research (Fonds National Suisse de la Recherche Scientifique).

Furthermore, numerous services of the Confederation grant subventions to associations undertaking study and research in various fields (advance of science, publication of scientific reviews, study of tuberculosis and cancer, etc.).

Most of the general provisions of the Constitution and of federal legislation have been gradually incorporated in the various cantonal laws. As their cantonal application is a responsibility of the 25 Departments (ministries) of Education, the measures adopted for that purpose can take due account of regional and local particularism, cultural traditions, geographical conditions and the special needs of each part of the territory.

ADMINISTRATION

In general, educational establishments and institutes depending on the Confederation are administered by commissions, under the supervision of the federal authorities. To ensure that the law on vocational education is implemented, it appoints experts to attend the examinations and to encourage, in particular, the development of commercial education.

In the case of the medical professions, it organizes federal examinations and instructs the Federal Matriculation

Commission to ensure that the ordinance on the recognition of matriculation certificates by the Swiss Federal Council, and the regulations concerning the federal matriculation examinations, are applied.

In all other fields of school and semi-school activity, the cantonal schools are administered by the cantonal authorities, and the communal schools by the communal authorities. Nevertheless, the autonomy of the communes is often limited, since various administrative measures are imposed upon them by the cantonal authorities or are subject to the latter's authorization.

Supervision of Education

Public education. At the beginning of each school year, the competent cantonal and communal authorities take steps to establish that all children of compulsory school age are present in the public or private schools. They also take the necessary measures with regard to children who, owing to mental deficiency or physical disability, must receive special education.

Supervision of education is carried out by a number of inspectors who regularly visit the schools and satisfy themselves that the lessons are given in accordance with the prescribed timetable and curriculum. Most of them give instruction and lectures designed to complete the teachers' vocational training or introduce them to new working methods.

Every school of importance is entrusted to a headmaster, who is responsible for its proper functioning. Moreover, in most localities the primary schools and the secondary schools, *gymnasias* and vocational schools are administered by a school commission, whose members visit the classrooms.

Lastly, supervision of education is also effected by means of periodical examinations (quarterly and annual). Members of the commissions may attend these examinations, and in most schools they sit on the board of examiners.

Private education. The cantonal school laws provide that private education must be at least equal, in standard, to public education.

Certain cantons have accordingly reserved the right to inspect private schools. In other cantons, a delegation of the school authorities attends the examinations for pupils in these schools, and checks their results. In many localities, the school authorities convene pupils receiving a private education to examinations organized in the public schools, and can thus satisfy themselves as to the standard reached by such pupils.

These various forms of supervision are carried out during the entire period of compulsory schooling.

Extent of Private Education

Statistics have been compiled for many years; the most recent are for the school year 1950/51. They are a matter of some difficulty for, while many private schools are organized on the same basis as the public schools, the organization of most of them varies according to the number of pupils or boarders, their age and degree of training, and the studies which they wish to pursue. The heads of

private schools do not always provide sufficiently clear answers to the questionnaires addressed to them. The statistics must therefore be interpreted cautiously, and it is practically impossible to summarize them.

They do however show that there are relatively more private schools in the Catholic cantons, where the foundations and congregations maintain denominational schools; in cantons where many parents wish their own religious convictions to be reflected in the education given to their children; and in cantons well known for the healthy climate of their Alpine resorts.

The following are some comparative statistics for the whole of Switzerland (1950/51):

Type of school	Number of pupils			
	Private schools		Public schools	
	Boys	Girls	Boys	Girls
Primary schools	5 561	5 610	241 623	234 708
Secondary schools	2 792	3 983	28 107	28 059
Gymnasias, higher girls' schools, commercial schools	8 207	3 056	26 428	17 411

Swiss Conference of the Heads of Cantonal Departments of Education

The purpose of this conference, which was instituted in 1898, is to facilitate personal contacts and to study school problems, as well as educational problems arising in all cantons and concerning all Swiss children and young people. It has a permanent secretariat and meets in ordinary session once a year, in each canton by rotation. It meets in extraordinary session whenever circumstances require. Its president, for the period of a year, is the head of the education department of the canton where it holds its ordinary session.

As the Confederation has no federal ministry of education, the conference acts as a sort of advisory body, and often as an intermediary between the federal administrative services, the cultural associations, social institutions of all kinds, child welfare associations and the cantonal school authorities.

Legally, the Swiss Conference has no powers in the field of education. The cantons have not forfeited to it any of their powers in this matter, and the conference's decisions are binding on the cantons only to the extent that the latter have voluntarily agreed to apply them on their respective territories. On the other hand, owing to the great diversity of views existing in this field, the conference is able to act as a body for conciliation and co-ordination, providing liaison and guidance through its documentation and recommendations.

For the study of the problems submitted to it, the conference sets up special committees. Some of these are permanent, and present annual reports on their work; others are temporary, and their duties terminate as soon as they have presented their conclusions.

Among the conference's recommendations, affecting all Swiss schools and approved by all cantons, are those for:

1. The publication of the Swiss school atlas.
2. The publication, with the Confederation's support, of the *Archiv für das Schweizerische Unterrichtswesen* while the Conference of Heads of Education Departments in the French-speaking cantons publishes, also with the Confederation's help, the *Annuaire de l'Instruction Publique en Suisse*. These two publications are complementary.
3. The publication of the *Editiones Helveticae*, which are collections of texts by Greek, Latin, French, German, Italian and English authors, for study in schools.
4. The establishment of an information and documentation centre attached to the Education Department of the canton of St. Gallen.

The conference has also undertaken the establishment of school statistics. Finally, collaboration between heads of cantonal education departments within the conference has in many cases led to the general application of successful projects, without any infringement of the cantons' sovereignty.

Finance

Apart from some small sums derived from the income from special funds, contributions from certain enterprises, school fees and occasional gifts, education at all levels is financed wholly by the public authorities.

Buildings. The cantons and the communes defray the entire cost of school building. The Confederation may grant them a subvention for new or additional building only where premises for vocational training are contemplated.

Supplies. Textbooks and other materials are usually distributed to primary pupils free of charge. In a few cantons, parents must—save where the families are very large or in poor circumstances—provide their children with the necessary material (although, in some cases, textbooks are supplied free). In one small canton, school supplies are made available to pupils at half-price. In most cantons, however, textbooks and all other school materials are supplied free of charge, not only to primary pupils of compulsory school age but to those in the lower secondary schools.

Free education. The Federal Constitution prescribes that primary education in the public schools shall be free of charge. It may be said that education in the Swiss public schools is free during the whole compulsory schooling period.

Secondary education (lower, pupils from 11-12 to 15-16 years of age) is free in 16 cantons (in the canton of Glarus, a school fee may be charged for pupils not belonging to that canton); it is partly free in 2 cantons; and in 7 cantons a school fee is levied. The fee is usually small; in the cantons of St. Gallen and Schwyz, for instance, it is limited to 40 and 30 francs respectively.

ORGANIZATION

Despite differences of terminology, the broad pattern of school organization in all cantons is as follows:

At first, four or five years of the common school (*école unique*, from 6-7 to 11-12 years of age), the foundation of the child's education; this is preceded, in certain localities, by attendance at kindergartens or infant schools. At this stage occurs the first branching of the path: the pupil can either continue with primary education (education of the first degree), or enter a secondary school to receive a greater measure of general education or else to begin the ancient languages or science studies that lead on to the gymnasium. Whether he is in the primary or the secondary grade, the pupil must attend a school until the end of the compulsory schooling period prescribed by law, i.e. up to his fifteenth or sixteenth year of age.

There now occurs a second branching of the path: a number of pupils—boys and girls—begin their apprenticeship, either on leaving the primary school or after attending a secondary school (general instruction) for two or three years.

The other pupils, who have followed secondary studies, enter a vocational school (school of mechanics, school of arts and crafts, school of clock and watch making, school of commerce, school of agriculture, school of women's occupations) or a teacher-training school or a *gymnasium*, until the age of 18 or 19. After obtaining the necessary diplomas, they can then be admitted to the universities, higher technical schools or higher schools of economic and commercial science.

Parallel with primary education, in the upper primary and lower secondary schools, girls receive training in domestic science, while boys generally receive training in manual work. Moreover, the curriculum of the last year of compulsory schooling is usually conceived so as to prepare pupils for pre-apprenticeship.

Parallel with secondary teaching, but on another level and of more recent date in its present form (federal law on vocational education, 26 June 1930), post-school vocational education is given to pupils of not less than 15 or 16 years of age; this education is prescribed for apprentices by federal provisions whose application is left to the cantons.

Primary Education

Primary education covers the compulsory schooling period,

which lasts from seven to nine years, according to cantons. It is complete in itself; its aim is to educate all children without distinction and, by methods carefully adapted to their development and abilities, to prepare them for the activities which will enable them to earn their living and perform their duties as men and citizens.

Some communes provide a semi-infant class of one year's duration (from 6 to 7 years of age). Pre-school education is not compulsory; but as there is an increasing need for kindergartens, particularly in the industrial centres, the urban communes regard them more and more as annexes to the primary schools.

There are no federal provisions relating to curricula, textbooks or examinations.

Secondary Education

This is provided by two parallel series of institutions, differing considerably as regards the subjects taught and the training given, but both leading on to higher education.

Colleges, lycées, gymnasia. The names vary from canton to canton, but they correspond to the same thing. Their curricula at every stage are shaped by the conditions laid down for obtaining the *baccalauréat* or the *maturité* certificate.

The teaching given at the *gymnasia* is designed as preparation for the university. There is a curriculum for literary studies and another for scientific studies. In the canton of Neuchâtel, the *gymnasium* also has a pedagogical section. Pupils of 18 or 19 years of age sit for the *maturité* examinations (*baccalauréat* and *maturité* certificate) which they must pass before admission to the higher educational establishments.

Here, too, the choice of curricula and textbooks is a matter strictly for the cantons. Nevertheless, for the federal *maturité* certificate the final examinations must be in line with the regulations in force, and the Federal Matriculation Commission is responsible for seeing that those regulations are observed. There are three types of federal *maturité* certificates: type A (Latin and Greek), type B (Latin and modern languages) and type C (mathematics and natural sciences). Types A and B entitle their holders to take the federal examinations for the medical professions

GLOSSARY

cours professionnels d'apprentissage: part-time vocational training schools for apprentices.

école d'agriculture: vocational training school of agriculture.

école de commerce: vocational secondary school of commerce offering a course leading to the *diplôme de maturité*.

école normale: teacher-training college.

école primaire: primary school.

école secondaire: lower general secondary school with *section classique*, comprising obligatory study of Latin, and Greek

as an option; and *section moderne* without Latin or Greek.

école de travaux féminins: vocational training school of home economics.

gymnase: upper general secondary school organized in three sections, *section littéraire* emphasizing classical and literary studies, *section scientifique*, emphasizing scientific studies, and *section pédagogique*, preparing for professional training as a teacher.

section classique: see *école secondaire*.

section moderne: see *école secondaire*.

section littéraire: see *gymnase*.

section scientifique: see *gymnase*.

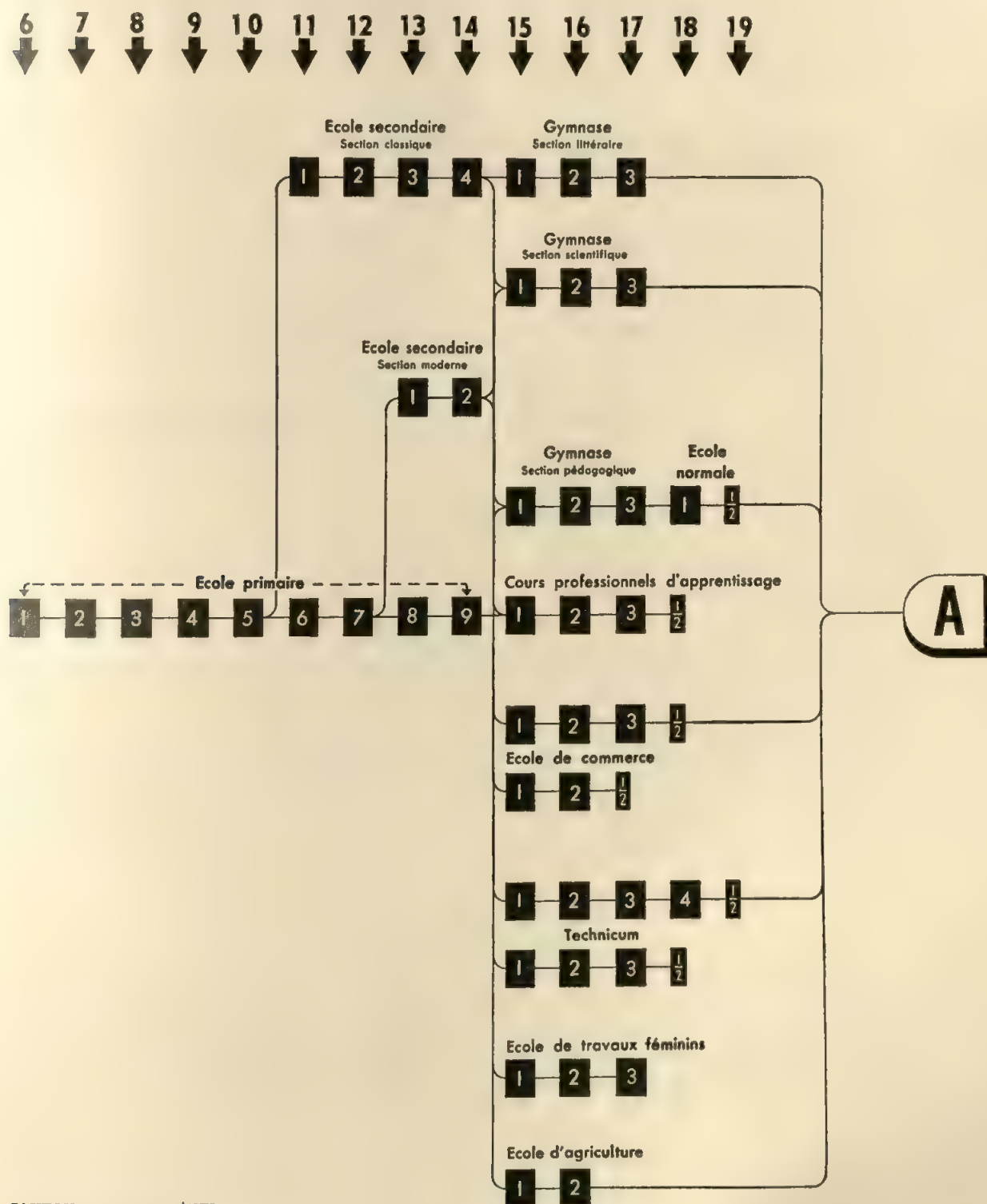
section pédagogique: see *gymnase*.

technicum: vocational secondary school for technical training including courses for *techniciens* and *practiciens* and in fine arts.

HIGHER EDUCATION

A. Institutions of higher education, notably the University of Neuchâtel and the Federal Polytechnic of Zürich.

DIAGRAM



(doctor, dentist, chemist and veterinary surgeon); the same is true of type C, if the holders have also passed an additional examination in Latin. All three types of certificate entitle the holders to take the federal examinations for analytical chemists and to attend, as regular students and without further examinations, the first half-year in the various sections of the Federal Institute of Technology.

Higher commercial and technical schools. The industrialization of Switzerland—formerly an essentially agricultural country—has had its effect on education. The need was felt for establishing schools, at the secondary level, which would give pupils a good general education, completed by vocational training: commercial schools, schools of administration and technical schools (*technicums*) with a section for technicians, a section for practical skills and an art section. The pupils study for the 'proficiency' certificate, the commercial *maturité* certificate, or special diplomas. They generally enter the schools on completion of their fifteenth year. Courses last from three to four years in the commercial schools; from three to four years in the 'practical skills' sections of the technical schools, according to the nature of the apprenticeship; and from four to five years in the technicians' sections of the same schools, according to the diploma sought. Training in the commercial schools and in the technicians' sections of the technical schools leads pupils to the higher commercial and technical establishments (the Higher Commercial School at St. Gallen, various university faculties or institutes attached to universities, and the Federal Institute of Technology).

Complementary Vocational Education

Apart from the vocational schools proper, where pupils receive both theoretical and practical training over several years, the authorities have regulated the conditions of apprenticeship in private enterprises as regards handicrafts, industry, transport, commerce, etc. Complementary courses are open, for strictly regular attendance, to apprentices of not less than 15 years of age. The employer must allow his apprentices to take the necessary time off from working hours, and must enter them for the examinations prescribed by law. There is a separate curriculum for each

profession. The courses are organized by the cantons and communes or, in certain cases, by professional associations. The Confederation, and also sometimes the professional associations, subsidize them.

Teacher Training

Future primary teachers are trained in one of the two following ways:

1. They attend a teacher-training school (training centre) for four or five years and receive general as well as vocational education.
2. They attend a *gymnasium* providing general education. After obtaining the *baccalauréat*, they receive a vocational training by following university courses, engaging in personal research, and doing practical work in demonstration classes.

Physical training instructors follow special courses organized by the Federal Institute of Technology and by the Federal Institute of Gymnastics and Sport at Macolin (near Bienne).

Women domestic science teachers are trained at domestic science teacher-training schools. Teachers of singing and drawing are trained at specialized institutions and are generally required to give demonstration lessons. Many of these special subject teachers have obtained the primary teacher's certificate and then specialized in a subject of their choice.

To obtain the secondary teacher's certificate or the special diploma for language teaching, it is necessary to hold a university, or some equivalent, diploma. Several universities give courses for future teachers; and language teachers usually do some study in places where the languages in question are spoken.

Either during their studies or after obtaining the necessary university diploma, student teachers are required to give demonstration lessons in classes or in institutions concerned with the science of teaching.

In the German-speaking cantons, some teachers, after obtaining the primary teacher's certificate, continue their studies with a view to obtaining the secondary teacher's certificate. Generally it is their intention to teach in the lower secondary schools; but after completing the necessary studies, they can also sit for the examinations which,

GLOSSARY

casa dei bambini: pre-primary school.
corsi di economia domestica: vocational training school of home economics.
corsi di tirocinio agricolo: vocational training school of agriculture.
corsi per apprendisti di commercio: vocational training school of commerce.
ginnasio inferiore: lower general secondary school.
ginnasio o liceo: upper general secondary school.
scuola di amministrazione: vocational secondary school linked with the *scuola cantonale di commercio* and

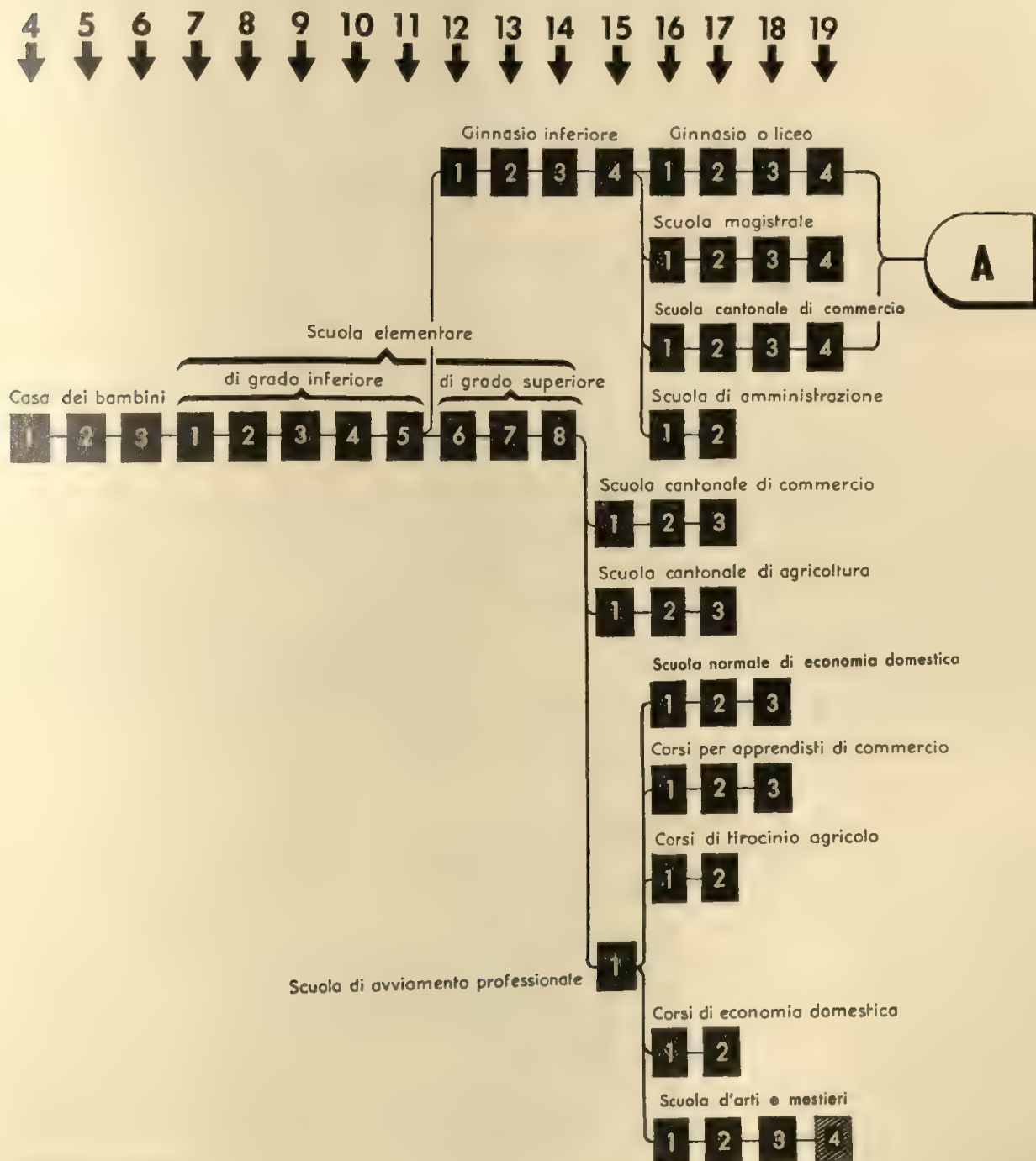
preparing for administrative careers.
scuola d'arti e mestieri: vocational training school of arts and crafts principally for engineering, building and related trades.
scuole di avviamento professionale: classes providing transition from primary school to apprenticeship courses and vocational training.
scuola cantonale di agricoltura: vocational secondary school for agriculture and the dairying industry.
scuola cantonale di commercio: higher vocational secondary school of commerce

with two courses: certificate course (5 years) and diploma course (4 years).
scuola elementare: primary school divided into lower (*di grado inferiore*) and upper (*di grado superiore*) cycles.
scuola magistrale: teacher-training school.
scuola normale de economia domestica: special teacher-training school for teachers of home economics and women's trades.

HIGHER EDUCATION

A. Higher education outside the canton-

DIAGRAM



CANTON OF TICINO

if passed, qualify them to teach in the higher secondary schools as well.

In general, the specialized teachers' certificates or diplomas entitle the holders to teach in both primary and secondary schools.

Adult Education

One of the most striking features of adult education in Switzerland is the absence of uniformity and centralization, owing to the diversity of Swiss political organization and cultural life.

There are three groups of particular importance: the Association of Swiss People's Universities, the Swiss Union of Consumers' Co-operatives, and the Workers' Educational Organizations with their central co-ordinating body, the Swiss Workers' Education Centre (Schweizerische Arbeiterbildungszentrale).¹

Special Education

As soon as the principle of compulsory education was put into effect, it was felt necessary to group together pupils who, for various reasons, could not advance in their studies as rapidly as their schoolfellows. In most localities, the school authorities have organized special classes, generally entrusted to educators who have been initiated in the methods of educating retarded children. At the beginning of the compulsory schooling period, efforts are made to ascertain which children are likely to require special attention; and several cantons have a medico-pedagogical service and observation classes for that purpose.

The following types are usually distinguished:

1. Slow children, who are placed in special classes. The latter are of two kinds—those in which the teachers try to remedy the deficiencies in the child's knowledge so as to permit him to be re-admitted to the ordinary classes and those where the child will receive special instruction until the end of the compulsory schooling period and will be guided towards a profession or other occupation that will enable him to earn his living.
2. Sick or physically handicapped children (blind, deaf-and-dumb, hard of hearing, epileptic, crippled, stutterers, etc.). These children are placed in suitable institutions, where they receive a training which will enable them to do useful work in life.
3. Difficult children, whose education requires special attention. This category, for which there are special institutions, sometimes includes young boys and girls in need of re-education.

In their efforts to provide special instruction for handicapped children, the public departments and school authorities are strongly supported by private quarters. Pro Juventute, Pro Infirmis and the Abnormal Children Association co-operate with private institutions, educational therapy centres, doctors, psychologists and educators.

In most of the Swiss cantons there are homes, educational establishments and various other institutions in which children are placed, either by their parents or by the communes acting in agreement with the parents or, alternatively, with the guardians. When a canton has no such establishments, arrangements are made for children needing them to be placed in similar institutions in some other canton.

In Switzerland, the number of educational establishments for educable abnormal children and difficult children is relatively high. In addition, there are 7 establishments for crippled children, 6 for those who are hard of hearing or suffer from speech defects, 12 for the deaf and dumb, 4 for the blind and 4 for epileptics.

1. For further details see: Unesco, *International Directory of Adult Education*, 1953.

GLOSSARY

Arbeitslehrerinnenseminar: specialized teacher-training school for teachers of vocational subjects for girls.

Frauenfachschule: vocational training school for women's occupations.

Gewerbeschule: part-time vocational training school for apprentices.

Gymnasium: general secondary school with three types of course: type A—Latin and Greek, type B—Latin and modern languages, type C—mathematics and natural sciences.

Handelsschule: vocational secondary school of commerce with courses leading to certificate or to *maturität* examinations.

Haushaltungslehrerinnen-seminar: specialized teacher-training school for teachers of home economics.

Haushaltungsschule: vocational training school of home economics.

hauswirtschaftliche Fortbildungsschule: part-time vocational training school of home economics.

höhere Töcherschule: upper secondary school for girls with curriculum emphasizing women's interests.

kaufmännische Fortbildungsschule: part-time vocational training school of commerce.

Kindergarteninnen- und Hortnerinnen-seminar: teacher-training school for women pre-primary teachers.

Kunstgewerbeschule: vocational training school of arts and crafts.

landwirtschaftliche Fortbildungsschule: part-time vocational training school of agriculture.

landwirtschaftliche Schule: vocational training school of agriculture.

Metallarbeitserschule: vocational training school for metal-workers.

Oberseminar: upper course at teacher-training school.

Oberstufe der Primarschule: upper grades of *Primarschule*.

Primarschule: primary school.

Sekundarschule: lower general secondary school.

soziale Frauenschule: vocational training school preparing girls for careers in social welfare.

Technikum: vocational training school for engineering, building and related trades.

Textilfachschule: vocational training school for textile industry.

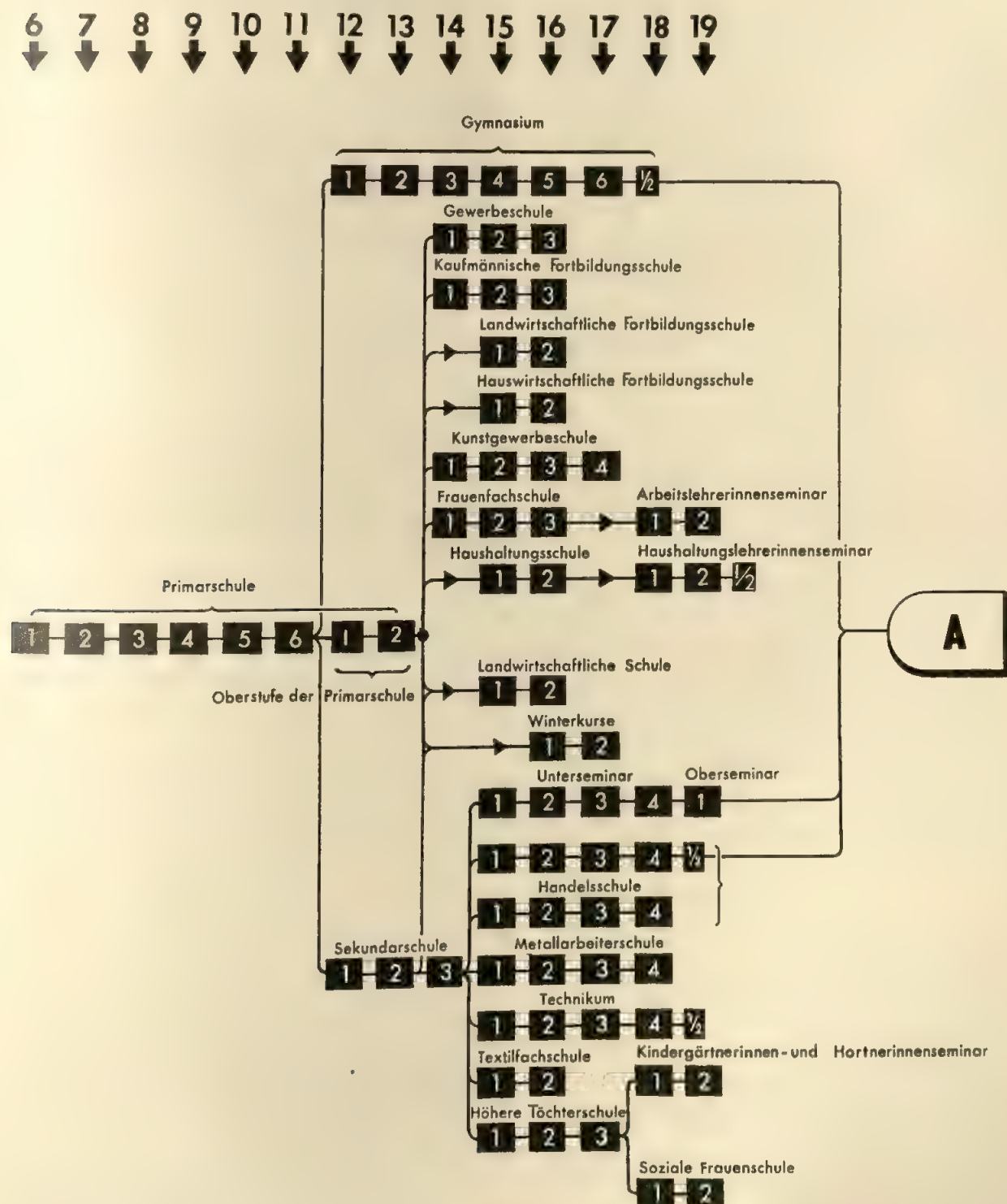
Unterseminar: lower course at teacher-training school.

Winterkurse: winter courses of vocational training in agriculture and home economics.

HIGHER EDUCATION

- A. Higher education (University of Zürich and Federal Polytechnic.)

DIAGRAM



STATUS OF TEACHERS

The status of teachers is governed by laws and regulations in each canton. Except in the case of a certain number of classes in the sparsely populated Alpine regions, situated at an average altitude of 1,600-1,800 metres and lacking in communications, the schools are open throughout the whole year and teachers are actively employed all the time, save during the school holidays.

Procedure for the appointment of teachers varies according to the cantons. They may be appointed by a school commission, subject to the approval of the higher cantonal authorities; by the cantonal school authorities, on the proposal of the communal school authorities or of the authority on which the school is directly dependent; or they may be elected by popular vote, in which case they serve for a limited period only but are eligible for re-election. In general, teachers are appointed for an indefinite period and the law prescribes the conditions for their resignation, the termination of their contracts and, if need be, their dismissal.

Their salaries, too, vary considerably. Except in Geneva, the salaries paid to women are lower than those paid to men teachers. The starting salary is paid during a period of three to six years; it is then regularly increased over a period which varies from 10 to 15 years, before reaching the maximum. The Swiss system is characterized by the fact that teachers receive the maximum salary at the age of 35 to 40. Approximately 50 per cent of all Swiss teachers receive the maximum salary.

Salaries are usually paid by the communes and the State, in proportions fixed by law. In some cantons, the communal schools are financed by the communes and the cantonal schools by the State. However, the State grants subventions to the communes, which would otherwise be unable to provide all children with compulsory education.

In general, salaries are fixed by law and the communes can add to them if they so desire. In various parts of the rural (mainly the Alpine) regions, the communes give the teachers, in addition to their salaries, allowances in kind—housing, firewood, etc. In certain cantons, teachers' salaries are supplemented by cost of living and family allowances. Except in regions where special measures have

been taken to ensure the replacement of teachers in the event of illness and to provide them with superannuation, the cantons have established funds for these purposes.

SCHOOL WELFARE SERVICES

School canteens. In most towns there are school canteens. In the rural areas, school meals are provided for children who are prevented by long distances or bad weather from going home for lunch. In many localities, hot milk or chocolate is distributed, generally half-way through the morning and always so in the cold season. Moreover, invigorating foods are often provided for delicate children who do not receive them at home.

Medical services. Medical supervision is exercised in all schools, either by school doctors or by other doctors specially entrusted with the task. In accordance with the federal law on the combating of tuberculosis, pupils must undergo medical inspection on attending school for the first time. Such inspection must be repeated periodically. Suspicious cases are specially supervised or given appropriate treatment. The school doctor is responsible for applying health measures. In thickly populated areas, he is assisted by visiting women social welfare workers.

There is a growing tendency to complete the school medical service with a school dental service. Where there are not enough pupils to justify the installation of a dental surgery, they are examined and treated by a dentist appointed by the authorities; in this case the pupils visit the dentist's own surgery. In certain isolated areas where there is no dentist, pupils are taken in groups to the nearest dental surgery; this is largely the practice, for instance, in the canton of Valais.

Youth movements. There are numerous private youth movements. Most of them are represented in the Cartel Suisse des Associations de Jeunesse. Pro Juventute, which is under the supervision of the Federal Council, aims to promote activities on behalf of youth in the social welfare field.

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1. HIGHER EDUCATION, 1951/52

Subject	Number of faculties	Teachers ¹	Students		Degrees awarded		
			Total	F.	Diplômes	Licences	Doctorats
Universities	33	1 408	12 679	1 938	.	462	919
Theology	7	102	629	33	.	12	12
Law	7	213	3 434	343	.	² 275	³ 281
Medicine	5	375	3 466	430	.	76	³ 384
Arts	7	355	2 380	809	.	44	114
Science	7	363	2 770	323	.	⁴ 55	⁴ 128
Federal Institute of Technology	.	398	2 917	112	.	575	125
Architecture	1	398	389	...	.	59	—
Civil engineering	1		545	...	.	68	—
Mechanical engineering	1		918	...	.	191	14
Chemistry	1		313	...	.	158	99
Pharmacy	1		139	...	.
Forestry	1		71	...	.	99	12
Agriculture	1		214	...	.
Mathematics	1		283	...	.	⁵ ...	⁵ ...
Military	1		45	...	.	.	.
Commercial University of St. Gallen	.	77	436	10	74	.	4
Grand total	.	1 883	16 032	2 060	74	1 037	1 048

Source. Suisse. Bureau Fédéral de Statistique. *Annuaire statistique de la Suisse, 1951.* Berne, 1952.

1. Including ordinary and visiting professors, lecturers, assistants and tutors.

2. Including 164 licences and 113 doctorats in social science.

3. Including 25 doctorats in veterinary medicine.

4. Including pharmacy.

5. The licences and doctorats are included in the figures given for chemistry.

2. PUBLIC EXPENDITURE ON EDUCATION, 1948/49 (in thousand Swiss francs)

Item	Total	Source of revenue			
		Communes	Cantons	Federal Government	Special funds ¹
Total	456 189	195 517	209 297	25 900	25 475
Primary schools	251 103	144 389	101 193	4 232	1 289
Secondary schools	63 891	31 708	30 508	—	1 674
Technical schools	33 636	7 778	11 276	6 094	8 488
Commercial schools	15 700	3 092	6 880	3 151	2 577
Agricultural schools	5 811	168	4 018	1 254	371
Complementary schools	494	163	331	—	—
Home economics schools	13 639	3 814	4 390	2 264	3 171
Gymnasias, middle schools	33 656	3 931	24 973	1 978	2 775
Higher education	38 258	474	25 727	6 927	5 130

Source. Swiss National Commission for Unesco.

Note. Official exchange rate (1948): 1 Swiss franc = 0.2317 U.S. dollar.

1. Income from school fees, sales of supplies, private subsidies.

2. Federal Institute of Technology.

3. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Pupils enrolled	
		Total	F.	Total	F.
Primary					
Primary schools	...	18 093	5 721	470 057	231 954
Secondary					
Secondary schools	...	2 694	288	56 166	28 059
Middle schools	130	945	113	24 041	9 888
Gymnasias (senior middle schools)	97	1 170	188	12 576	4 344
Vocational and technical schools	...	...	...	...	...
Higher					
Universities	7	791	...	12 679	...
Federal Institute of Technology	1	1 168	...	2 917	112
Commercial University, St. Gallen	1	1 71	...	436	...
Special					
Special primary classes	...	...	...	6 274	2 754

Source. Konferenz der Kantonalen Erziehungsdirektoren. *Archiv für das Schweizerische Unterrichtswesen*, 38. Jahrgang, 1952. Frauenfeld, 1952.

Note. Data refer to public institutions only.

1. Including lecturers, instructors, etc.

SYRIA

Total population: 3,329,000 (estimate 31 December 1951, not including nomads and semi-nomads estimated at 288,400 in 1945).

Total area: 187,000 square kilometres; 72,200 square miles.

Population density: 18 per square kilometre; 46 per square mile.

Enrolment of girls in elementary schools: public, 25 per cent; private, 38 per cent; foreign, 47 per cent.

Average number of pupils per teacher in elementary schools: public, 38; private, 27; foreign, 23.

National revenue (1950): 1,250 million Syrian pounds.

Public expenditure on education (1952): 50 million Syrian pounds.

Official exchange rate: 1 Syrian pound=0.456 U.S. dollar.

Prepared by the Department of Education, Damascus, in February 1953.

LEGAL BASIS

The new Syrian Constitution of 5 October 1950 defines in Article 28 the objectives of education: to bring up a sturdy new generation, healthy in body and mind, believing in God, sound in morals, instructed in and proud of the Arab

cultural heritage, conscious of their rights and duties, working for the public good and imbued with a spirit of solidarity and fraternity.

The role of the government is to implement a stable policy evolved by a higher council of public instruction. New laws are being prepared for putting the new consti-

tution into effect. Some details will be given below as instances of recent trends.

Law No. 121, of 21 December 1944, defines the functions of the Ministry of Public Instruction and prescribes its activities. All educational regulations and programmes are based on this law.

ADMINISTRATION AND FINANCE

Public education is centralized under the control of the Ministry of Public Instruction. The Ministry comprises a central directorate headed by a secretary-general. He is assisted by directors of secondary and vocational education, primary education, physical education, the chairman of a committee for education and instruction and a chief inspector. Departments and divisions are in the charge of these officials. Other departments direct staff matters, accounting, school buildings, archives, statistics and public examinations. The council of directors in the central administration meets frequently to study and settle the various legislative problems that arise. Another council, of provincial directors of education, meets once a year to discuss the situation in their areas.

The inspectorate is composed of two sections: one for secondary education is quartered in Damascus; the other for primary education has members in each province. The nine provinces of Syria are linked to the central directorate by regional directors of education, each of whom represents the Minister and controls the schools of his region.

Private schools play an increasingly important role in education. The Ministry maintains a director, three inspectors at Damascus, two at Aleppo and an administrative staff, for the purpose of supervising and controlling these schools. Private primary and secondary schools have to follow official curricula, but they are allowed to teach supplementary subjects fixed by law.

A certain number of vocational schools depend upon ministries other than education: Public Works maintains a school for journeymen; Agriculture, the intermediate and secondary agricultural schools; Posts and Telegraphs, a technical school; the Wakf Department, a school of theology, and so on.

Education is free in all public schools up to the end of the secondary course. The budget for education is growing annually to keep pace with an increasing demand for schooling; at present it amounts to almost 50 million Syrian pounds. The Ministry of Public Instruction provides the funds for public education: primary, secondary, higher; the antiquities service, the Arab Academy; and it makes subventions to private schools.

The government undertakes to construct each year a certain number of buildings for the public schools; furthermore a special tax has been levied to provide funds for constructing primary schools in the towns and villages, and 250 have been financed in this way while another 258 are at present under construction. It is planned to provide each village in Syria with a primary school building and a school garden for teaching agriculture.

School supplies are provided by the State for public schools only.

ORGANIZATION

Pre-school Education

Kindergartens serve to prepare children for the primary school; as yet the enrolment is low. Most schools follow the educational methods of Decroly and Montessori.

Primary Education

This is compulsory and free; all schools must follow the same programme. A budgetary priority is to be given to primary education so that the constitutional equality of all Syrians may be established in reality. Primary education is to be extended throughout the country within 10 years from the time that the new constitution came into force. A detailed plan will be put into effect in successive stages, with credits provided by legal enactment.

The types of primary schooling vary with the aims that are envisaged.

The general primary school gives children the rudiments of culture by developing them intellectually, morally and physically and by awakening their civic sense. The curriculum comprises religion and Arabic; civic and moral instruction; history and geography (from the third year); arithmetic, observation and study of nature, drawing, domestic science or manual work, physical education and music.

The orphan schools have the same aim, and the children also learn a craft or trade.

Rural agricultural schools resemble the general primary schools but the curriculum for the fourth and fifth years contains elementary agriculture, both theoretical and practical.

Tribal schools for nomads provide in the fourth and fifth year knowledge adapted to the conditions of desert life.

Elementary schools give a course of four years suited to life in the small villages.

Secondary Education

Secondary and vocational education are free in State schools. These two elements of secondary education—general and vocational—are separated in the school system.

General secondary education falls into two stages. Complementary or intermediate schools are designed to give pupils a certain level of general culture which can be of later use. Courses last four years and lead to a general continuation certificate. The curriculum includes the primary school subjects with the addition of a foreign language, French or English, mathematics and science. Preparatory education schools provide pupils with the background they need before starting university studies. The two streams—literary and scientific—lead to a *baccalauréat*. Courses last three years.

Vocational education is provided at the secondary level by two types of institutions. The trade schools (*écoles de métiers*) with a three-year course at the complementary level serve to train boys and girls for specific occupations, both industrial and commercial, at the same time giving

them general education. Curricula for these schools have not yet been finally settled. On completing the course students are given a certificate of vocational aptitude.

At the upper secondary level there are technical and commercial schools which correspond to the preparatory cycle of the schools of general education. They recruit students from the complementary schools and the course of three years leads to a vocational *baccalauréat*. The curriculum of the commercial school includes Arabic and two foreign languages, economics, commercial, legal and mathematical subjects, shorthand, typing and bookkeeping. In the technical school one foreign language is taught and the studies are directed to mechanical or electrical subjects.

Primary teacher-training schools train men and women teachers for primary and elementary schools by a three-year course. The entrance requirement is an intermediate school certificate; students with a *baccalauréat* are allowed to complete the course in one year. The curriculum combines general subjects with educational and psychological studies and practice teaching.

Rural teacher-training schools give a two-year course to prospective rural teachers, and recruit students from the second, third or final year of the intermediate school. The curriculum is both general and professional with a strong bias towards rural sciences.

Higher Education

This includes the following faculties and institutions:

Arts and letters (four years) qualifies for the licencié in letters which comprises four certificates—Arabic, philosophy, history or geography.

Science (four years) leads to a licencié in sciences with mathematics, physics, chemistry, zoology and botany as subjects. The licencié consists of four certificates.

The teachers' college (four years) leads to a diploma of pro-

ficiency in secondary school teaching which was formerly taken along with the licencié in letters or sciences by those who had completed a specialized course in teaching. As from 1950/51 entry to this school is limited to students already possessing the licencié, and they spend one year in obtaining the diploma of proficiency.

Law and economics taught in the faculty of law (four years) leads to a licencié in law. The fourth year is devoted to specialization in one of these certificates: private law, public law, commercial law.

The engineering school (four years) leads to a diploma in engineering. Courses fall into these sections: physical science and mathematics; civil engineering; mechanical and electrical engineering; architecture.

Medical education. The faculty of medicine, with a seven-year course, the first, preparatory, year being taken at the faculty of science. The degree of doctor in medicine is conferred after a thesis has been sustained.

The dental school (four years) leads to a licencié in dentistry. The degree of dental surgeon is conferred only after a thesis has been presented.

The school of pharmacy requires four years, the first or preparatory being taken at the faculty of science. The school grants a diploma in pharmacy and, on completion of a thesis, the degree of pharmaceutical chemist.

The nursing school, with a course of three years, leads to a continuation certificate. Those passing are given the title of nurse.

The midwifery school draws pupils from the nursing school. At the end of a year's study a diploma in midwifery may be obtained.

ADULT AND FUNDAMENTAL EDUCATION

Private organizations have undertaken literacy campaigns on a considerable scale with results that are fairly satisfactory; some 27,000 adults have taken advantage of the courses in the past few years.

GLOSSARY

- (a) *madrasat al-ḥadānah*: pre-primary school.
- (b) *ibtidā'iyah*: primary school.
- (c) *madrasat al-ʿashāʿer*: residential primary school for children from nomadic tribes.
- (d) *madrasah riʿfiyah*: rural primary school.
- (e) *maitam*: residential primary school for orphans.
- (f) *awwaliyah*: incomplete primary school.
- (g) *mutawassitah*: lower general secondary school.
- (h) *madrasah mihaniyah*: vocational training school for crafts and trades.

- (i) *madrasat al-mumarridāt*: vocational training school of nursing.
- (j) *dar al-muʿallimin*: teacher-training school with courses at two upper secondary and post secondary level.
- (k) *iʿdādiyyah*: upper general secondary school with two streams (k1) *adabī* (literature) and (k2) *ʿilmi* (science).
- (l) *iʿdādiyyah ṣināʿiyah*: vocational secondary school of industries.
- (m) *madrasah tijāriyah*: vocational training school of commerce.
- (n) *dar al-muʿallimin al-riʿfiyah*: teacher-training school for teachers in rural schools.

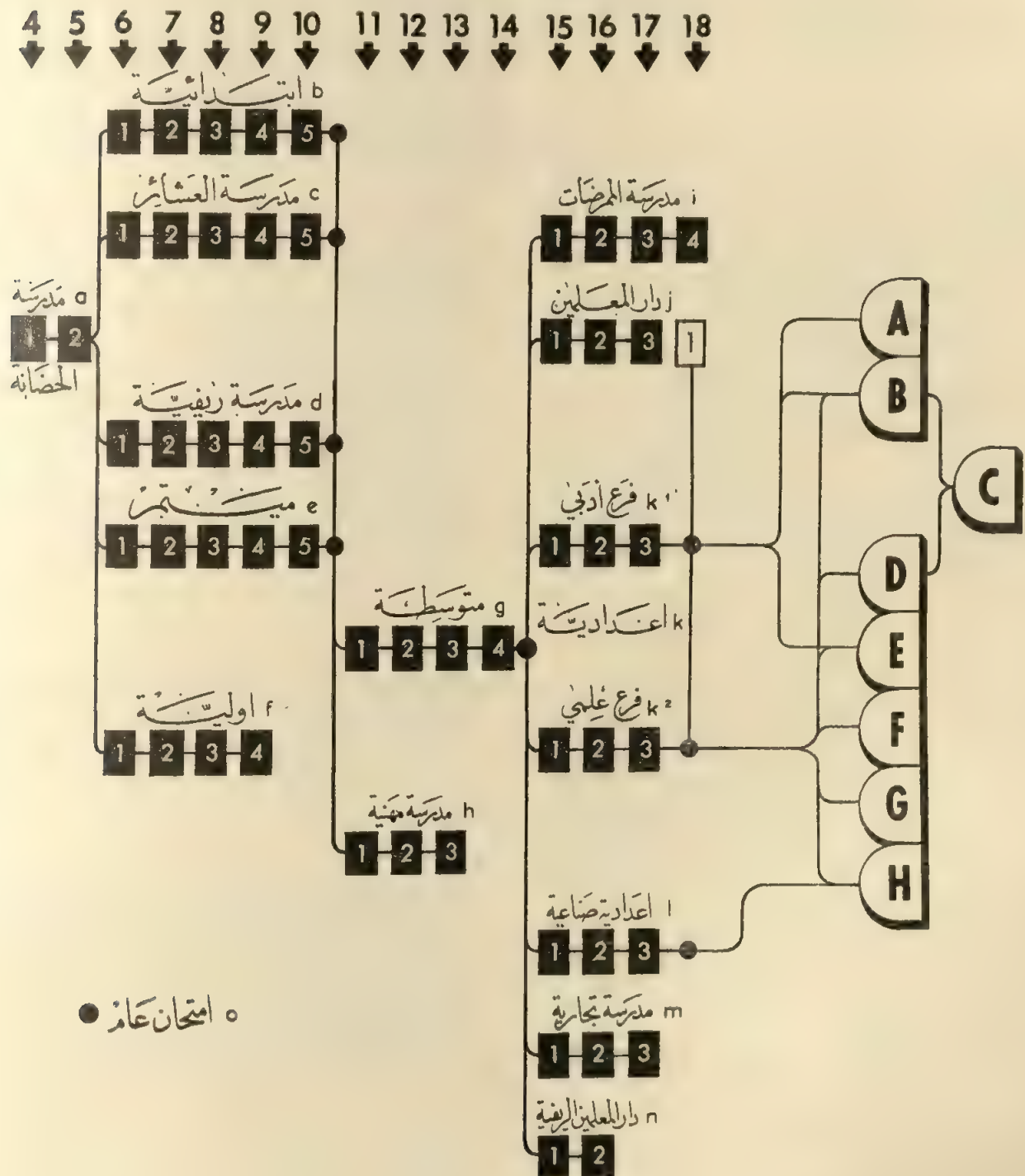
EXAMINATION

- (o) *imtiḥān ʿām*: public examination.

FACULTIES AND COLLEGES

- A. *kulliat al-ḥukūk*: faculty of law.
- B. *kulliat al-ʿadāb*: faculty of art.
- C. *al-maḥad al-ʿālī*: higher teacher-training institute.
- D. *kulliat al-ʿulūm*: faculty of science.
- E. *kulliat ṭib al-asnān*: faculty of dentistry.
- F. *kulliat al-ṣaidalah*: faculty of pharmacy.
- G. *kulliat al-tib*: faculty of medicine.
- H. *kulliat al-handasah*: faculty of engineering.

DIAGRAM



In an attempt to speed up and extend this movement, the Ministry is preparing a new law to set up a specialized department for literacy and to institute a 'teaching service'; this law will oblige all educated young persons to take part in the campaign under prescribed conditions.

STATUS OF TEACHERS

Primary school teachers are trained in the teacher-training schools. Teachers for secondary schools are recruited from students of the teachers' college and from graduates of the Syrian University or of foreign universities.

Teachers are usually selected competitively. However, owing to the large number of vacancies, secondary teachers are also appointed on short-term contracts or part-time basis. As in other branches of the civil service, appointments are made by varying levels of authority, depending upon the grade of the post to be filled. The head of the State, the Minister and the provincial governor give final approval in most cases.

Promotion takes place from each scale to the next higher at two-yearly intervals. Beginners spend two years on probationary service, after which they are given normal or 'licensed' status.

Teachers retire on reaching 60 years of age or on completing 40 years of service. Those with 25 years of service may also retire at their own request. Pension rights are available after 15 years of service; before that time a teacher receives only an indemnity.

SCHOOL WELFARE SERVICES

A doctor is attached to one or more schools to take care of the pupils' health.

Each primary and secondary school has a teacher of physical education. The Boy Scout movement is also to be found in all these schools. Games specialists visit schools for the purpose of coaching pupils, and matches are organized to encourage the sports movement. Preparatory military training is given during the first two years of the secondary course.

TRENDS AND PROBLEMS

The Syrian people are showing a growing eagerness for education. At the start of each school year children and adolescents flock to enrol in the primary and secondary schools and in the university. Although the government spares no effort to satisfy this healthy demand, it is unable to succeed completely; nevertheless, statistics bring out the progress that has been achieved, especially since the ending of the French mandate. The Ministry of Public Instruction intends to solve the problem of teacher shortage by setting up teacher-training schools of varying levels, by in-service training, and by study missions abroad. All school books for primary classes and some for secondary classes were printed this year at the Ministry's expense; this will be developed for other works.

Curricula are being revised at present to comply with the spirit of the new constitution.

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1. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Insti- tutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Public schools	1 850	6 319	1 761	237 775	59 525
Private schools	396	1 939	995	52 270	19 656
Foreign schools	38	305	209	7 140	3 320
Secondary					
<i>General</i>					
Public schools	57	1 385	342	26 237	6 923
Private schools	89	1 264	188	13 602	2 297
Foreign schools	18	333	107	2 712	993
<i>Vocational</i>					
Public schools	6	1 ...	1 ...	1 735	204
Private schools	2	1 ...	1 ...	64	8
<i>Teacher training</i>					
Complete teacher- training schools	4	1 ...	1 ...	1 033	415
Special classes	4	1 ...	1 ...	94	33
Rural schools	2	1 ...	1 ...	106	—
Higher					
University	1	2 142	...	2 404	501

Source. Syrie. Ministère de l'Instruction Publique.

Note. In addition there were 885 Koranic schools with 22,084 pupils including 4,887 girls.

1. Teachers included in figures for general secondary schools.

2. 1949/50.

2. HIGHER EDUCATION, 1951/52

Faculty	Number of faculties	Students		Degrees awarded
		Total	F.	
Total	6	2 404	501	264
Law	1	736	54	18
Arts	1	453	181	62
Medicine	1	559	136	64
Science	1	272	55	34
Engineering	1	88	3	8
Education	1	296	72	78

Source. Syrie. Ministère de l'Instruction Publique.

1. Including 38 in medicine, 20 in pharmacy, 6 in dentistry.

3. PUBLIC EXPENDITURE ON EDUCATION, 1951/52
(in Syrian pounds)

Item	Amount
Total budget of Ministry of Education	49 996 000
Central administration, primary education, secondary education (general, vocational, teacher training)	41 160 000
Higher education	7 230 000
Other expenditure	1 606 000

Source. Syrie. Ministère de l'Instruction Publique.

Note. Official exchange rate: 1 Syrian pound = 0.456 U.S. dollar.

THAILAND

Total population (1951 midyear estimate): 18,836,000.
 Total area: 514,000 square kilometres; 198,000 square miles.
 Population density: 37 per square kilometre; 95 per square mile.
 Total enrolment, within school age limits (7-14): 2,775,642.
 Enrolment of girls as percentage of total: 46 per cent.
 Pupil-teacher ratio: 34.
 Illiteracy rate (1947 census, 10 years of age and over): 46 per cent.

National income (1950): 23,377 million baht.

LEGAL BASIS

Following are extracts of Thailand's legislation dealing with education.

Constitution of Thailand (1932). The relevant articles are:

Article 26. Every person enjoys full liberty of property,

Public expenditure on education (1953): 273,139,779 baht (ordinary budget of the Ministry of Education, not including the cost-of-living allowance amounting in 1952 to 368 million baht).

Official exchange rate: 1 baht=0.07967 U.S. dollar.

Revised by the Ministry of Education, Bangkok, in March 1953.

speech, writing, printing, publication, education, assemblage, forming an association, forming a political party, in accordance with the law.

Article 36. Every individual shall enjoy absolute freedom in education providing that the institutions are not run contrary to the educational laws or to the public safety.

Article 56. Every citizen must receive primary education.

Article 63. It is the duty of the State to promote and foster education. All institutions must be under the care of the State. Education is the responsibility of the State. Higher institutions of learning shall be under their own management.

Article 64. Primary education in State and municipal schools shall be given free of charge. It is the duty of the State to equip the schools suitably.

National Plan of Education. Every phase of the National Plan of Education applies to both sexes without any distinction whatsoever.

Primary Education Act (1935). Section 6. Every child who has attained the age of 7 plus must attend a primary school up to the attainment of the age of 14 plus unless he or she has passed the examination of the final Prathom Course of the Ministry of Education or any other syllabus approved by the State Councillor as equivalent thereto. (By Prathom Course is meant the four classes of elementary education. Children who live too far from the schools or who are crippled or deficient, may, however, be exempted from school attendance. Instruction in the State elementary schools is free.)

Private Schools Act (1937) and Amendments Act (1940). The opening, maintenance and closing of private schools are approved by the Ministry of Education. The Ministry also sees to it that the sites and the buildings of private schools are hygienic and structurally strong, and that private schools are not run contrary to public order and safety. The Ministry also fixes the number of private schools to be erected in an area.

This Act determines as well the qualifications of those who apply for the establishment of private schools, managers, headmasters or headmistresses and teachers of such schools.

ADMINISTRATION AND FINANCE

Local Administration

The country is divided into 71 provinces, further subdivided into some 500 districts. Each district has an education officer. These district officers are responsible to a provincial education officer who, with other provincial education officers in a region, is responsible to a regional education officer. There are nine such regions in the Kingdom. The provincial and the regional education officers are responsible, each in certain matters, to the Ministry of Education in Bangkok.

Central Administration

The Minister of Education is at present assisted by one other minister (also of cabinet status), by a parliamentary secretary and an assistant secretary. The permanent head of the Ministry of Education is the Under-Secretary of State for Education assisted by one Deputy Under-Secretary of State. The Ministry of Education is divided

into five departments each under the charge of a director-general. These are:

1. Department of Elementary and Adult Education, dealing with pre-primary schools, primary schools, special junior secondary schools (special three years' course in secondary education), adult education and special education (i.e. education for post-compulsory school age students and education for the physically handicapped).
2. Department of Secondary Education, dealing with junior secondary schools (first three years' course in secondary education), senior secondary schools (final three years' course in secondary education) and pre-university schools.
3. Department of Vocational Education, dealing with all government vocational schools and technical colleges.
4. Department of Physical Education, dealing with the physical education of students in all the schools, the training of physical instructors for the schools, the provision and the supervision of school health services and the running of the Boy Scout movement and the Junior Red Cross.
5. Department of Educational Technique, created in 1952, dealing with the purely academic and research aspects of education for the Ministry, statistics or reports, planning, curriculum-making, libraries, educational museums, instructional materials, the determination as well as the printing of textbooks, educational information and educational and vocational guidance. Two universities, Chulalongkorn University and the University of Moral and Political Sciences, also fall under the Ministry of Education. The remaining universities of medical sciences, agriculture and fine arts are controlled respectively by the Ministries of Public Health, Agriculture and the Department of Fine Arts.

Inspection

Directly responsible to the Under-Secretary of State for Education are five commissioners for education with authority to supervise and inspect schools within their sectors. The duty of inspecting schools, even within sectors, is however so extensive as to necessitate the appointment of elementary school teachers of long experience and seniority as inspectors for small groups of schools to assist commissioners of education and the provincial and district education officers in their heavy burden of work.

Buildings and Supplies

Most elementary schools are in temple buildings with open walls, a matter of little concern in a warm climate.

Better class elementary schools are provided with proper buildings of wood or brick, roofed with brick tiles. Plans are issued by the government to the provinces, and usually the schools take the form of an 'E' shape, with classrooms of uniform type, 6 by 8 metres. Government school buildings are paid for by national budget or by private sources, or both combined.

Each school is allowed an annual sum for equipment and supplies. For large repairs or important equipment,

a special budget must be requested from the Ministry of Education by the provincial education officers concerned.

For printing school books, manuals, teacher's directions, suggestions, registers, etc., the Ministry has a printing press which is managed by the Teachers' Institute.

Private school buildings and supplies, on the other hand, are raised by private money. Under certain conditions the Ministry of Education makes grants to well-run private schools and such funds have often been a boon to many fine schools that lack money to carry on their programme of construction.

All textbooks in government schools have to be chosen and approved by the Ministry before being used. For private schools, although textbooks used may very often be the schools' own choice, they, too, have to be approved by the Ministry.

Finance

All government and local elementary school expenses are borne by the government budget, annually allotted by the government with the approval of parliament. In government schools all education is provided free. All private schools, on the other hand, bear their own expenses, but may receive financial support from the State as in the case of the construction of school buildings mentioned earlier.

By far the biggest item of expenditure in both government and private schools in Thailand is the salary of teachers.

Independent (Private) Schools

Private schools exist in the primary, secondary and vocational school systems. There are also private evening courses. All these institutions are under the control of the Ministry of Education, and must comply with the Private Schools Act and Ministerial Regulations empowered by this Act. Private schools must register. All the teachers are required to have a minimum qualification in general education and knowledge of Thai, and must obtain a ministerial licence before practising. Moreover, private schools which enrol students from 7 to 14 years of age must comply with the Elementary Education Act by teaching through the medium of Thai.

Private schools fall into three classes, according as they are owned by Thai, by Chinese or by foreign missionary bodies of various denominations.

All schools (and this is true also of government schools) must be free of distinctions on grounds of religion, sex, language or race and must abstain from politics.

Private schools use the State curriculum. Those which are recognized receive assistance in the form of money, materials and teachers and are permitted to hold their own examinations.

ORGANIZATION

Schools in this country are classified as: pre-primary, primary, secondary, pre-university, vocational, teacher-training colleges and universities.

Pre-primary Education

Schools teaching children before the age of 7 (compulsory school age) may be classified as pre-primary in this country. The first government kindergarten was started in Bangkok in 1940 and the system has gradually been extended to the big provincial towns.

Primary Education

The primary school is of four years' duration, from Grade I to IV. Many schools also set up a preparatory class before Grade I. Since the enforcement of the first Elementary School Act in 1921, schools have been established to serve every administrative unit (or group of villages) under each district. Where separate school buildings cannot yet be supplied, use is made of Buddhist temple buildings, but the staff and the teaching are essentially lay. Although these local schools are free, the students have to provide their own books and materials. They bring their own food for the midday meal.

When children reach school age, the parents are required by law to report to the education officer of the district, who then arranges enrolment at a suitable school. School attendance officers visit the villages to check upon school-age children and see to it that there are no truants.

All teaching in government primary schools is in Thai, and the following subjects are compulsory: civics and morality, Thai, arithmetic, history and geography, nature study, hygiene, drawing, music, handicrafts, physical education, and scouting or junior red cross work. Vocational subjects or foreign languages are, however, optional.

Secondary Education

Secondary school education consists of three phases: an initial stage of three years; a final stage of three more years; two additional years for those proceeding to universities and higher institutions. There are two branches to this last stage: namely, science and arts.

Government schools provide free tuition at all three stages but students have to provide their own books and materials, and contribute to sports and library facilities in schools. One result of free tuition is a very considerable demand for enrolment so that competitive entrance examinations have to be held for the small number of vacant places.

Private schools charge fees which in some cases are fairly high. Unlike government schools, many of the private ones, especially those run by foreign missionary bodies, have boarding establishments.

The government policy is to develop secondary education as widely as possible. A secondary school for boys and one for girls have already been set up in every province, and attention is now being given to districts. Secondary schools are usually separate for boys and girls except, at the start, in the districts; this is for reasons of economy.

Vocational Education

There are three stages provided in government vocational schools:

1. The primary vocational schools receive students on graduation from primary schools, and provide two- or three-year courses.
2. The intermediate vocational schools receive students who have completed the initial three years of secondary school education. Courses are of three years' duration.
3. The higher vocational schools give a three-year course to students who have completed the final stage of the secondary school course.

The government is attempting to establish vocational schools in every province, but the demand for enrolment—except in Bangkok—is not very great. The schools are day schools; they provide free tuition and the necessary tools and equipment. Courses are given in the various crafts and trades; in agriculture; in mechanical construction and architecture and in commercial subjects. All teaching is in Thai.

There are also private vocational schools which fall under the Private School Division of the Department of Elementary and Adult Education. Many of these schools teach secretarial work, and courses are given in languages (usually English), accountancy, typing and shorthand, radio and automobile engineering and women's trades.

Higher Education

There are five universities, all situated in Bangkok: Chulalongkorn University, with six faculties—arts, science, architecture, public administration, engineering, commerce

and accountancy; University of Moral and Political Sciences, with courses in jurisprudence, political economy, commerce and accountancy; University of Medical Sciences, with faculties of medicine, veterinary science, pharmacy, dentistry and three attached nursing schools (as well as two private missionary nursing schools); University of Agriculture, specializing in fisheries, agriculture, forestry, co-operatives; University of Fine Arts, for music, sculpture, painting.

The courses usually last four years, except in architecture, accountancy and veterinary science (five years) and medicine and dentistry (six years).

The first degree is the bachelor's; one or two years more with examination and thesis lead to a master's degree; and one more year of research leads to the doctor's degree. The M.D. is a research, examination and thesis degree, two years after M.B.

There are other schools of higher education belonging to other ministries.

Special Education

There is a school for the deaf run by the Department of Elementary and Adult Education. There is also a school for the blind run by a private foundation under the patronage of the Department of Public Welfare of the Ministry of the Interior. This department also organizes a school for orphans and correctional schools for young delinquents.

GLOSSARY

commercial school: vocational training school of commerce at post-secondary level.

kindergarten: pre-primary school.

higher school of agriculture: vocational training school of agriculture at post-secondary level.

higher trade school for women: vocational training school for women's trades at post-secondary level.

home economics school: vocational training school for girls at post-secondary level, including a course in home economics and a section for teacher training.

other vocational schools: various vocational secondary and vocational training schools classified as *primary* (at lower secondary level) or *intermediate* (upper secondary), and *higher* (post secondary).

physical education teacher-training college: specialized teacher-training college.

primary teacher-training college for women's trade schools: specialized teacher-training school for teachers in vocational training schools for women's trades.

school of agriculture: vocational secondary school of agriculture with courses at lower and upper secondary level.

school of building construction: vocational secondary school of building construction with courses at upper secondary and post-secondary level.

school of engineering: vocational secondary school of engineering with courses at upper secondary and post-secondary level.

school of modern languages: vocational training school of modern languages at post-secondary level.

school of music and drama: vocational training school of music and drama.

secondary school: general secondary school offering a *junior secondary* course, a *senior secondary* course and a *pre-university* course divided into two streams, arts and science.

teacher-training college for arts and crafts: specialized teacher-training college with three-year course for teachers of arts and crafts at lower secondary level, leading to two-year course for teachers at upper secondary level.

technical college: vocational training school for industries and trades at post-secondary level.

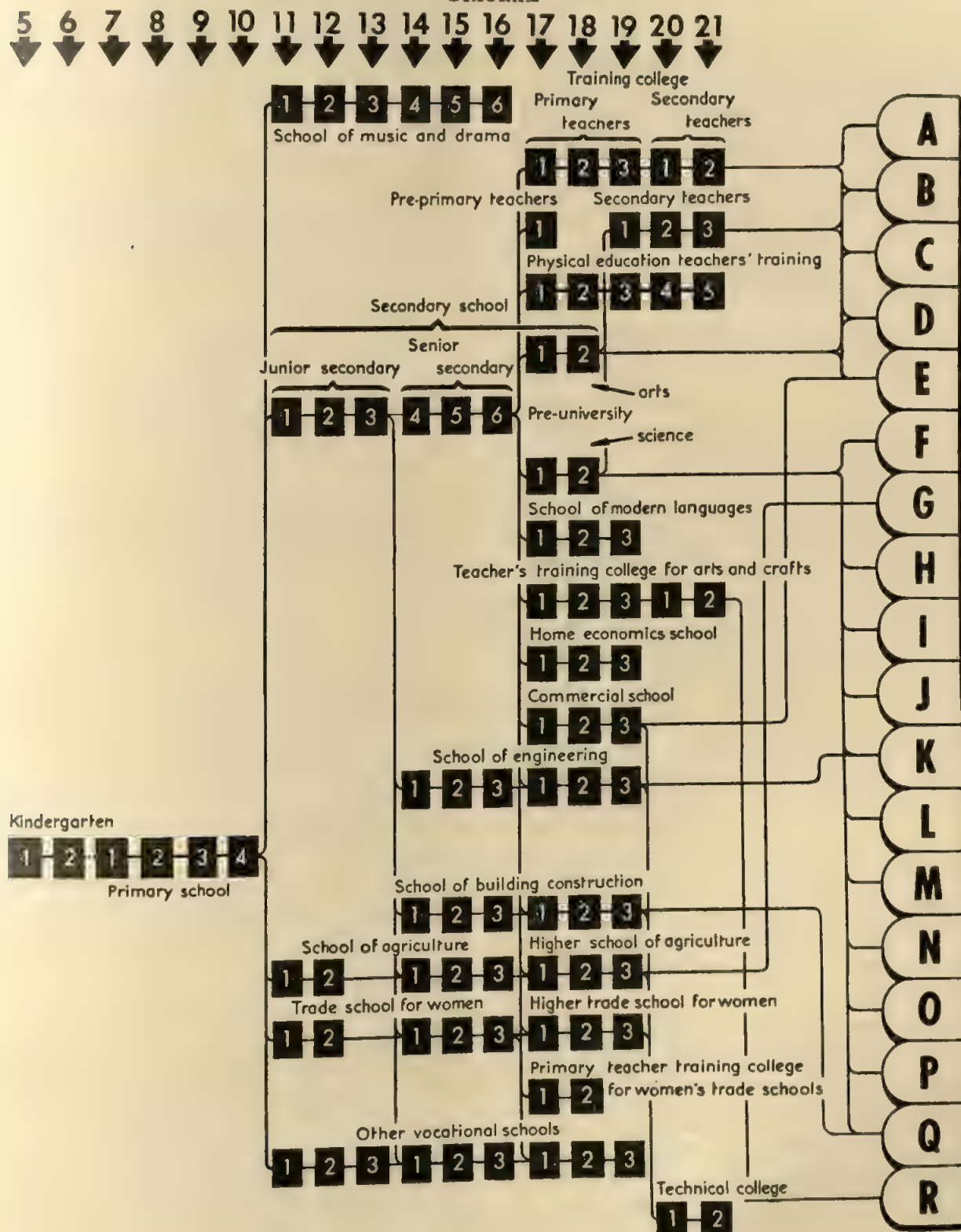
trade school for women: vocational training school for women's trades with course at lower and upper secondary level.

training college: teacher-training college with courses at three different levels.

UNIVERSITY FACULTIES AND HIGHER INSTITUTES

- A. Arts.
- B. Law.
- C. Public administration.
- D. Economics.
- E. Commerce and accountancy.
- F. Education.
- G. Agriculture.
- H. Co-operatives.
- I. Public Health.
- J. Forestry.
- K. Engineering.
- L. Medicine.
- M. Pharmacy.
- N. Dentistry.
- O. Veterinary science.
- P. Science.
- Q. Architecture.
- R. Fine arts.

DIAGRAM



ADULT AND FUNDAMENTAL EDUCATION

This is under the Adult Education Division of the Ministry of Education which also contains a section for audio-visual education. The Adult Education Division supplies projectors to schools and supplements them with a central unit which goes round to the schools and a mobile unit for tours of the provinces and districts. This division now makes part of the documentary films for its use in adult education work.

The division has worked out a system of basic words in the Thai language and incorporated them in a set of readers. Another set of rapid readers for adults has been constructed along the line suggested by Dr. Frank C. Laubach, who was sent by Unesco to this country as a literacy expert to advise the Thai Government.

The division organizes three sets of courses, most of them in the evening: literacy classes; more advanced classes leading to secondary school certificates; and vocational courses.

With the co-operation of other ministries and departments, the Division of Adult Education has set up mobile units along fundamental education lines for visits by road and river to the remotest villages.

The teachers in adult classes are usually local school-teachers who work after their school hours and usually also in the premises of local elementary schools.

The division has appointed special officers to encourage and promote adult education in the provinces. In the field of fundamental education, a centre is now being established in Ubol, a province in the north-eastern part of Thailand. This is a joint work of Thailand and Unesco, aiming at making known through the students at the centre the aims, methods and means of application of fundamental education.

Fundamental education is, however, already taught and practised at the educational pilot project centre in the province of Chachoengsao, also a joint work of Thailand and Unesco. Instruction in health and sanitation, as an integral part of the fundamental education programme, forms a vital part of the curriculum at this pilot centre.

STATUS AND TRAINING OF TEACHERS

Teachers of government schools and local elementary schools are classed as civil servants. No distinction is made in privileges or salary on grounds of sex, religious beliefs or race. Teachers are engaged according to qualifications and within each grade there are a number of steps in salary.

The ladder contains five grades—from fourth to first, with a special grade at the top. On recruitment, teachers are placed in the fourth or (for those with degrees or secondary teachers' certificates) the third grade. The general position is that teachers in the local elementary schools are of the fourth grade (having a secondary education and a primary teaching certificate); teachers in government schools (usually secondary, vocational and teachers' college levels) are of third and second grades; headmasters are of second or first grade, though a fair number, in the smaller schools, are of the third grade. The special grade is so far reserved for those in higher education.

This grading of teachers corresponds to that prevailing throughout the civil service, with salary scales slightly in the teachers' favour. Until recently teachers were controlled by the Civil Service Commission, but a new Act of Parliament has transferred this power to the Teachers' Institute. All teachers must join the institute on entering the profession, and they elect representatives to a council which regulates all matters pertaining to the status of teachers, grading, promotion, creation of new posts, complaints, and so on.

The government encourages further study by setting up afternoon or evening training centres in the provinces, where tuition is provided free. Teachers who improve their qualifications may obtain more rapid promotion—both within grades and to higher grades—than the normal process allows.

As civil servants, teachers may retire on pension after 30 years of service. Through the Teachers' Institute they also obtain free education and scholarships for their children, free medical treatment, and half-fares on railways.

Training colleges exist at different levels. They may best be described in terms of the certificates which they confer.

For elementary schools: (a) local teachers' certificate, three years after the elementary school leaving certificate; (b) provincial teachers' certificate, two years after a secondary school education of three years; (c) national teachers' certificate, one year after a full secondary school education of six years. The first two types are intended to be provisional to cope with the general shortage of teachers. Their discontinuation is now in process.

For secondary schools: (a) junior secondary teachers' certificate, three years after secondary school education of six years; (b) senior secondary teachers' certificate, two years after the junior teachers' certificate or three years after pre-university final examination; (c) Chulalongkorn University, Bangkok, holds a one-year class in education after graduation. Successful candidates are awarded diplomas of education.

For special schools: (a) kindergarten teachers are trained for one year after their junior secondary teachers' certificate or its equivalent, at the Laor-Utit Training Centre in Bangkok; (b) domestic science teachers are trained at the school of domestic science in Bangkok (the course lasts three years, the first two years for general domestic economy and the third for theory and practice of education); (c) physical education teachers are trained at the central school of physical education, which gives a five-year course to those who have completed their secondary school education; (d) vocational school teachers receive a course of three years at the school of arts and crafts, which also provides instruction in educational theory and practice (this is equivalent to the junior secondary school teachers' certificate; students then go on to a further two years' training at a senior vocational training college, the equivalent of a senior secondary school teachers' certificate).

All training colleges provide practice in one of the nearby schools for one term, usually during the final year, under supervision of the headmasters concerned.

A teachers' training college syllabus for the junior secondary teachers' certificate programme is as follows:

Morality and civics, Thai (grammar, literature, composition), English, science (physics, chemistry, botany,

biology), history (Thai and foreign), geography, physiology and school hygiene, manual arts, drawing, educational theory and practice (principles of education, school psychology, methods of teaching various school subjects, black-board illustration, preparation, observation and demonstration of school lessons, and practice in one of the schools).

All training colleges are government and boarding institutions.

SCHOOL HEALTH AND WELFARE SERVICES

No special service is provided by the Ministry of Education, although some boarding schools and kindergartens have school nurses.

The Ministry of Public Health has a Division of School Health which works closely with the Department of Physical Education. A clinic is available for the free treatment of pupils, and schools are enabled to secure medical supplies at cost from hospitals. The division also sends out doctors and nurses to make surveys and to advise on the hygienic conditions of schools.

In the provinces a similar effort is made to help schools through the advice or services of hospitals and health centres.

Physical education, as before mentioned, is entrusted to the Department of Physical Education in the Ministry. Within a limited budget the department circulates pamphlets to schools, giving the rules and regulations for games; arranges sports competitions for the schools in Bangkok and nearby provinces; and encourages the development of physical education in the more remote areas.

Role of youth groups. Figures for the year 1951 show that the Boy Scout movement had 160,000 members and the Junior Red Cross movement for boys 12,000 and for girls 225,000. Both are sponsored by the Department of Physical Education and controlled according to law by a supreme council of special committee members. The intention of both movements is the same: the children are taught certain practical measures for assisting the needy and distressed in a free, voluntary spirit of goodwill.

There are, however, no established youth clubs or youth groups, although most schools possess the sports and social facilities normally possessed by youth clubs. Camping, inter-provincial games and social meetings among school-children are common in this country.

TRENDS AND PROBLEMS

A new plan has been introduced to bring the educational system of the country in line with modern conditions. This plan, called the National Plan of Education, came into operation in 1951. It divides post-primary education into three lines. The first is the vocational line. Its range is from class I to VIII of secondary education and it is divided into three stages, namely three, three and two years, the last two years being for courses in higher technical education. The second is the general secondary education line, ranging for eight years and in stages, like the vocational line, the last two years being for preparatory courses for the university. The third line consists of the newly-introduced type of school which provides secondary education for classes I to III as well as the special classes for further education.

The introduction of this new educational system brings in its wake many problems and big changes. The main problems can be summed up shortly: a great lack of qualified teachers and administrative staff, and a shortage of supplies and equipment due to restricted budgets.

The teaching of English is a special problem. English is almost the only foreign language taught in all secondary schools and by the end of the course students should have acquired sufficient fluency to make use of English textbooks in their university studies. The present standard, although not too low, calls for considerable improvement and for this purpose more teachers trained in the West or English teachers from abroad are needed.

The practice before the last war of sending a number of teachers abroad for specialized training is now being revived. The years 1951 and 1952 saw increasing numbers of teachers as well as students being sent abroad to study education and allied subjects. However, the shortage of highly trained teachers is still apparent.

Within the country financial stringency has made itself felt in all parts of the educational system. The earnings of teachers, although substantially increased by the introduction early in 1952 of higher supplementary living allowances for government officials, still suffer from the high cost of living. Individual school budgets have also suffered—thanks again to the high costs of materials.

In the view of the Ministry, the most pressing problems in the future development of the educational system in this country are the lack of trained teachers, the lack of instructional materials, the lack of a school health service on a wide scale and the shortage of school buildings.

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1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN PUBLIC AND PRIVATE SCHOOLS IN 1951

Level of education	Age in years									
	6 —	6	7	8	9	10	11	12	13	14
Pre-school										
M.	3 493	2 153	3 137	8 843	6 617	4 636	2 487	1 383	1 001	689
F.	3 451	1 821	2 966	7 742	5 964	4 165	2 398	1 229	951	810
Primary										
M.	6 095	19 730	66 862	240 235	231 126	229 515	207 142	180 675	145 620	98 974
F.	5 156	16 936	61 150	218 023	211 152	206 943	186 535	158 862	121 752	75 701
Secondary										
M.	—	—	4	180	735	2 244	5 435	11 095	16 011	17 474
F.	—	—	2	56	336	1 289	3 031	5 749	7 608	7 682
Pre-university										
M.	—	—	—	—	—	—	—	—	4	11
F.	—	—	—	—	—	—	—	—	—	10
Teacher training										
M.	—	—	—	—	—	—	—	—	—	6
F.	—	—	—	—	—	—	—	—	1	12
Other										
M.	9	8	57	39	61	39	81	114	231	276
F.	2	18	30	28	37	47	41	73	90	138
Total by age	M. F. M. & F.	9 597	21 891	70 060	249 297	238 539	236 434	215 145	193 267	162 867
		8 609	18 775	64 148	225 849	217 489	212 444	195 005	165 913	130 402
		18 206	40 666	134 208	475 146	456 028	448 878	407 150	359 180	293 269
Percentage by age		0.6	1.4	4.5	16.0	15.4	15.1	14.0	12.1	9.9

Level of education	Age in years						Total by sex	Total by class	Median age	Class percentage
	15	16	17	18	19	20 +				
Pre-school										
M.	568	333	—	—	—	—	35 340	67 677	9.0	2.3
F.	442	398	—	—	—	—	32 337			
Primary										
M.	22 435	3 885	677	159	21	3	1 453 154	2 732 272	10.7	92.1
F.	14 524	2 057	285	34	7	1	1 279 118			
Secondary										
M.	15 895	13 000	9 340	5 521	2 987	2 094	102 015	145 513	14.9	4.9
F.	6 533	5 151	3 228	1 752	736	345	43 498			
Pre-university										
M.	130	498	908	1 091	694	700	4 036	5 796	18.4	0.2
F.	63	313	424	431	360	159	1 760			
Teacher training										
M.	25	131	320	531	551	765	2 329	4 058	19.3	0.1
F.	38	146	278	381	351	522	1 729			
Other										
M.	550	647	666	964	532	1 860	6 134	8 695	18.3	0.3
F.	223	252	225	172	289	695	2 560			
Total by age	M. F. M. & F.	39 603	18 494	11 911	8 266	4 785	1 603 008	.	.	.
		21 823	8 317	4 440	2 970	1 743	1 361 002	.	.	.
		61 426	26 811	16 351	11 236	6 528	7 144	2 964 010	.	.
Percentage by age		2.1	0.9	0.6	0.4	0.2	.	.	.	.

Source. Thailand. Krasuang Suksadhikarn.

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public	21	127	127	1 249	654
Kindergartens, private	148	188	108	4 706	2 161
Primary					
Local and municipal schools	18 813	73 915	14 570	2 686 551	1 266 552
Primary divisions in secondary schools	12	49	44	962	531
Private primary schools	873	5 663	2 377	169 898	71 332
Secondary					
<i>General (Government)</i>					
Junior division schools	325	3 651	1 809	44 140	15 512
Senior division schools	206			27 353	8 563
Preparatory schools	29			2 981	1 102
<i>Private</i>					
Junior division schools	449	3 843	1 004	56 507	14 984
Senior division schools	298			17 548	4 450
Preparatory schools	26			2 815	658
<i>Vocational</i>					
Elementary schools	183	1 659	745	24 702	8 378
Intermediate schools					
Higher schools					
<i>Teacher training</i>					
Post-primary training schools	60	367	161	3 781	1 553
Secondary training colleges	2	33	25	277	176
Vocational training colleges	2	58	6	469	243
Higher					
University and colleges	4	426	51	32 507	2 698
Special					
School for the blind	1	5	5	94	39

Source. Thailand. Krasuang Suksadhikarn.

3. HIGHER EDUCATION IN 1952

Faculty	Number of faculties	Lecturers		Students		Graduates	
		Total	F.	Total	F.	Total	F.
All faculties	24	467	94	5 912	1 851	670	325
Law	1	33	—	1 052	52	—	—
Political science	2	36	3	337	25	42	—
Economics	1	25	3	57	6	—	—
Commerce and accountancy	2	48	13	602	359	42	27
Arts and education	2	21	10	429	360	102	88
Science	1	29	3	962	358	39	23
Architecture	1	17	1	110	19	12	2
Engineering	1	22	—	518	4	43	—
Medicine	2	105	25	901	250	187	66
Veterinary science	1	6	—	24	4	9	—
Pharmacy	1	23	8	94	61	43	30
Dentistry	1	15	4	54	41	13	13
Public health	1	4	—	5	—	—	—
Nursing and midwifery	2	27	21	290	290	75	75
Agriculture	1	25	3	288	10	18	—
Co-operatives	1	4	—	78	—	5	—
Forestry	1	14	—	63	—	35	—
Fine arts	2	13	—	48	12	5	1

Source. Thailand. Krasuang Suksadhikarn.

TURKEY

Total population (estimated as at 22 October 1950): 20,935,000.
Total area: 767,000 square kilometres; 296,503 square miles.
Population density: 27 per square kilometre; 71 per square mile.
Total enrolment in primary schools (1949): 1,592,622.
Enrolment of girls as percentage of total: 38 per cent in primary schools.
Pupil-teacher ratio: 45 in primary schools.
Illiteracy rate (1945 census, 7 years old and over): 70 per cent (male 56, female 83 per cent).

National income (1951): 9,607 million Turkish liras.
Public expenditure on education (1949): 200,200,000 Turkish liras.

Official exchange rate in 1949: 1 Turkish lira = 0.3571 U.S. dollar.

Prepared by the Ministry of Education, Ankara, revised in June 1953.

ADMINISTRATION

All education in Turkey falls under the jurisdiction of the Ministry of National Education. The Ministry comprises two under-secretaries; five main directorates-general, respectively for primary, secondary, higher education, fine arts, museums and antiquities; and a number of directorates for professional (e.g. several aspects of vocational education) and administrative affairs.

At the policy level the Minister is assisted by the Supreme Council of Education, a body comprising senior officials of the Ministry of National Education and other ministries, and representatives of the universities, inspectorate and public school system. This council meets every three years. A Board of Education and Training functions permanently as an advisory body concerned principally with technical problems.

A board of inspectors forms part of the Ministry; the members are termed general inspectors, and visit and supervise schools at the secondary level throughout the country.

The country is divided for administrative purposes into 63 *vilayets* or provinces. Each provincial authority has an educational section, with inspectors, for supervising primary schools. Funds for primary education are provided from the provincial budgets.

There are in Turkey private schools of various origins—Turkish, foreign and minority groups. The Turkish private schools comply with the regulations and programmes of State schools. Foreign and minority schools

have their regulations and curricula approved by the Ministry of National Education.

All private schools are subject to the control of the Ministry, and in case of need they may be inspected. The work of these schools has lightened the burden on the public school system in large urban areas such as Istanbul.

ORGANIZATION

Primary Education

Primary schooling is compulsory and free for all children from 7 to 12 years of age. Such children as have not had the opportunity of attending a primary school by the age of 12 remain subject to the obligation until they reach 16 years.

Enrolment in the primary schools accounts for approximately 80 per cent of town children and 55 per cent of rural children.

A standard curriculum is laid down for primary schools, but local conditions are taken into account. An attempt is being made at present to increase the number of schools and improve their equipment.

Secondary Education

This comprises two stages: intermediate and upper secondary. The intermediate school (*ortaokul*) receives pupils who have graduated from primary schools. The course

GLOSSARY

NOTE. The accompanying diagram does not show the many different vocational training schools, which offer courses of two to four years based on primary or lower secondary studies.

eğitmenli köy ilkokul: incomplete rural primary school staffed by partly trained teachers.

köy enstitüsü: rural teacher-training school.

lise: general secondary school.

öğretmen okulu: teacher-training school.

öğretmenli şehir veya köy ilkokulu: primary school staffed by fully trained teachers.

ortaokul: lower secondary school with curriculum including both general and vocational subjects.

orta teknik okul: upper vocational secondary school of technical studies.

özel ana okul: pre-primary school.
ticâret lise: vocational secondary school of commerce.

HIGHER EDUCATION

A. University.

B. Non-degree-granting colleges including institute of education.

lasts for three years and the standard curriculum provides both general and scientific subjects. Vocational training is also included: carpentry, woodwork, etc., for boys, needlework for girls. On completing the course and taking the final examination, pupils should be in a position to go out and earn a living. Those who wish to do so may continue to secondary education in a lyceum or technical school.

In the upper secondary school (*lise*) the course lasts for four years. The main purpose is to give pupils a general education and to prepare them for the universities and advanced schools.

Vocational Education

This is given at two levels:

Secondary vocational schools. As the diagram shows, the schools comprise several divisions (arts, agriculture, commerce) with courses of three, five and six years. Pupils with a primary school certificate are accepted for enrolment. A pupil may complete the normal course of studies and then stay on at school to specialize. Curricula are differentiated for boys and girls: the course for boys combines a sound civic education with vocational skills for industry or commerce; the education of girls has three objectives—to make them good citizens, good housekeepers and good mothers.

Advanced technical schools. Three schools train specialists in industry, economics and commerce outside the university framework. Courses last for four years and students are recruited mainly from graduates of the secondary vocational schools. However, graduates from the *lise* who wish to pursue technical studies are also eligible.

Teacher Education

Teachers for the various schools in Turkey are trained in normal schools.

Rural normal schools accept pupils who have completed a village primary school course and train them to become village school teachers. The course is of five years' duration. While pupils are learning to teach, they study also the economic and social subjects that are essential for rural education.

Primary normal schools train teachers for urban primary schools. Graduates of intermediate schools are accepted and given a three-year course in which they receive both general education and practical training.

Vocational normal schools offer a four-year course for prospective teachers in the boys' and girls' secondary vocational schools. Students who have graduated after five years in the secondary vocational school are accepted for enrolment. The curriculum provides general education, teacher training, technical courses along specialized lines, and practical work.

At the higher education level there are institutions of two types. Teachers for the intermediate schools are trained in colleges with a course lasting two years. Entry is available to those who have graduated from a normal school or an upper secondary school. The higher normal

schools and institutes of education are advanced institutions for the training of *lise* teachers. The course lasts four years.

Artistic Education

The Academy of Fine Arts is open to pupils from higher primary schools, lyceums or other establishments who wish to develop their talents. Courses are of five years' duration.

The State Conservatory contains a number of divisions. It accepts graduates of higher primary schools and primary schools who show musical ability. Courses last nine years.

Higher Education

Turkey has three universities with differing faculties. Graduation from a lyceum is the entrance requirement.

University studies usually last for four years, except for the Technical University of Istanbul (five years) and the faculty of medicine (six years).

ADULT EDUCATION

The State is the main organization concerned with adult education. There are, however, private and semi-official institutions in the field which receive State support.

State activities take the following forms: education in the army; courses for adults; courses organized by the Ministries of Agriculture, of Health and of Labour; education in State factories; technical courses given in villages (for men and women); evening trade classes (for men and women); evening classes in commercial schools; training courses for the *Eğitmen* (intending village teachers); publications for farmers, issued by the Ministries of Agriculture, of National Education and of Health; translation of classics.

Private and semi-official bodies have undertaken such activities as: organizing co-operatives; broadcasts on art, art history, health and music; university week; free lectures at the universities of Ankara and Istanbul; municipal and health museums; 'people's houses' in towns and 'people's rooms' in villages.

SCHOOL WELFARE SERVICES

School programmes devote one to two hours a week to physical training. These courses give children the habits necessary for physical fitness. 'Games centres' fulfil this function for children between 11 and 15 years of age, and sports clubs for children over 15. Such activities take place out of school hours. Every child practises a sport suited to his abilities and tastes.

In primary, intermediate and lyceum schools Boy Scout centres have been set up to provide character training for the young, with an emphasis on the habit of helping others.

PROBLEMS AND TRENDS

Various courses are being organized to give business training to those who go to work after leaving secondary school and do not continue to higher education.

One of the main tasks of the Turkish educational authorities is to organize evening courses for those citizens who are prevented from enjoying a full education through having to go to work; the teaching of reading and writing to illiterate factory workers is a part of this task.

In order to educate the farming population—who represent the majority of Turkey's people—strenuous efforts have been made to extend the rural normal schools

(rural institutes) which have now been in operation for 10 years in the training of village teachers.

Teaching methods are being improved, through the attempt to provide all schools with audio-visual teaching aids.

The main goals of public education in Turkey are to eradicate illiteracy and to give those who complete primary school a technical training suited to the needs of the nation, of society and of the individual.

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1. HIGHER EDUCATION, 1949

Faculty	Number of faculties	Students enrolled		Diplomas	Faculty	Number of faculties	Students enrolled		Diplomas
		Total	F.				Total	F.	
Total ¹	34	25 091	4 728	2 956					
Arts ²	2	2 893	1 583	280	Engineering ³	3	1 191	17	90
Law	2	6 647	807	652	Fine arts (including music)	2	319	73	5
Medicine	2	4 151	452	334	Forestry	1	194	—	20
Science	2	2 283	662	101	Pedagogy	2	593	247	339
Theology	1	80	22	—	Pharmacy	1	265	83	35
Agriculture	1	504	31	110	Physical education	1	29	5	—
Architecture	1	255	28	79	Veterinary science	1	450	9	48
Dentistry	1	177	30	41	Others ⁴	7	1 602	405	294
Economics (including political science)	4	2 969	264	474					

Source. République Turque. Présidence du Conseil. Office Central de la Statistique.

1. Including the Hasanaglan Higher Institute.

2. Including language, history, geography.

3. Including electrical and mechanical engineering.

4. Including higher technical school, higher technical teacher-training school, higher training school for specialists in agricultural machines and implements, naval school.

2. SUMMARY OF SCHOOL STATISTICS, 1949/50

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Nursery schools, private	47	55	55	1 583	711
Primary					
Public schools	17 153	34 877	8 955	1 592 622	588 298
Private schools					
Rural schools					
Secondary					
<i>General</i>					
Intermediate schools, public	381	3 730	1 657	58 675	15 057
Intermediate schools, private		634	318	6 493	2 622
Upper secondary schools, public	88	1 425	617	18 257	3 504
Upper secondary schools, private		506	167	3 183	894
<i>Vocational</i>					
Agriculture	13	218	20	2 378	59
Commerce	47	312	111	4 130	1 908
Trade schools	201	2 960	985	29 854	8 648
Public health	10	96	43	1 247	578
Fine arts	4	71	15	707	344
Other vocational and technical ¹	7	140	5	775	5
<i>Teacher training</i>					
Normal, urban	29	95	30	1 825	699
Normal, rural		672	162	13 972	721
Higher					
Universities	...	1 110	224	18 380	3 667
Independent faculties		532	56	5 266	1 016
Higher schools	...				
Higher normal school					
Special					
For blind and deaf-mutes	2	19	12	243	57

Source. République Turque. Présidence du Conseil. Office Central de la Statistique. *Annuaire Statistique 1951*. Ankara, 1952.

1. Technical schools, including railway, police, cadastral survey, postal and telegraph service schools.

3. PUBLIC EXPENDITURE ON EDUCATION, 1949 (in thousands of Turkish liras)

Item	Amount	Item	Amount
Total	200 200		
Primary education	96 500	Higher education	28 200
Secondary education		Post-school and adult education	3 200
General	29 500	Special	200
Vocational	27 900	Subsidies to private education (all levels)	500
Teacher training	14 200		

Source. République Turque. Présidence du Conseil. Office Central de la Statistique.

Note. Official exchange rate in 1949: 1 Turkish lira = 0.3571 U.S. dollar.

UNION OF SOUTH AFRICA

Total population (September 1952 estimate): 12,912,000.

Europeans, 2,695,000.

Natives, 8,700,000.

Other non-Europeans, 1,517,000.

Total area: 1,224,000 square kilometres; 472,600 square miles.

Population density: 10 per square kilometre; 27 per square mile.

Population, within school age limits (7-15 years inclusive):

Europeans (1950) 399,090; (1946) 399,081.

Native (1946): 1,698,461.

Other non-Europeans (1946): 287,258.

Total, all races (1946): 2,384,800.

Total enrolment, between compulsory school age limits in provincial, State and State-aided schools (1950):

Europeans, 398,940.

Native, 657,699.

Other non-Europeans, 232,356.

Total, all races, 1,288,995.

Enrolment of girls as percentage of total (1950):

Europeans, 48.0 per cent.

Natives, 52.3 per cent.

Other non-Europeans, 46.5 per cent.

All races, 49.9 per cent.

Pupil-teacher ratio: 33.

Illiteracy rate:

Europeans: There is practically no illiteracy among the European population.

Native (1946 census): 72 per cent of the population 10 years old and over.

National income (1950/51): 1,114 million S.A. pounds.

Public expenditure on education (1950/51): 38,025,975 S.A. pounds.

Cost per pupil in provincial, State and State-aided schools only (1950): 21.853 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Prepared by the Department of Education, Arts and Science, Pretoria, in March 1953.

The history of education in South Africa goes back to the days of Johan van Riebeeck, who came to the Cape in 1652 to establish the first settlement there. The early settlers were all imbued with a strong Christian faith, which brought with it the obligation on every individual to read the Bible. In order to meet this requirement, everybody learnt to read and write at least and wherever they went the early settlers took this hallmark of their faith with them. This has resulted in the fact that for many years past illiteracy among the European population, even in the most remote places, has been negligible, being well below 1 per cent.

Thus the first teaching was in the home itself, to be succeeded by the efforts of 'travelling schoolmasters', which led finally to the establishment of schools. At the time of union in 1910, the four provinces each had its respective system of education, and, although remaining distinct units administratively, they have gradually come to conform to a single type as regards the methods, content and organization of their education.

LEGAL BASIS

When the four provinces united in 1910, the Act of Union (Article 85) reserved 'higher education', that is, the universities, for the Union Government, while education other than 'higher' was delegated to the provincial authorities.

Since 1910 the Union Government has occasionally taken over various educational functions which it considered should, in the general interest, fall under national control. Thus industrial education, child welfare, vocational and technical education and certain types of special education, were by successive acts of legislation declared

to fall under 'higher education', and so under the Union. A term which originally applied only to universities now covers education from the kindergarten to the highest postgraduate classes of the university.

Apart from this limiting power of the central government, the provinces are in fact free from interference in their own field. They administer primary and secondary schooling by means of ordinances; and there are thus four separate sets of legislation for primary and secondary education.

The following is a summary of the principal educational legislation in operation in the Union today:

Union Legislation

1. The South African Act (1909) Article 85: general delegation of primary and secondary education to the provinces.
2. Higher Education Act No. 23 of 1923 (as amended), which is administered by the Department of Education, Arts and Science.
3. Vocational and Special Schools Act No. 29 of 1928 providing for the establishment of vocational schools.
4. Children's Act, No. 31 of 1937 in which provision is made for the establishment and maintenance of institutions for 'children in need of care'.
5. Special Schools Act No. 9 of 1948 which provides for the education and training of physical and mental deviates.

Educational Legislation of the Provinces

1. *Cape Province*: Cape of Good Hope Consolidated Education Ordinance No. 5 of 1921 (as amended) and amending ordinances.

2. *Natal*: Natal Education Ordinance No. 23 of 1942 (as amended) and amending ordinances.
3. *Orange Free State*: Orange Free State Education Laws Consolidated Ordinance No. 15 of 1930 (as amended) and amending ordinances.
4. *Transvaal*: Transvaal Education Act No. 25 of 1907 (as amended) and amending ordinances.

Medium of Instruction

There are two official languages in South Africa, Afrikaans and English. In the Act of Union, Article 37 laid down that: 'Both the English and Dutch languages shall be official languages of the Union and shall be treated on a footing of equality and enjoy equal freedom, rights and privileges.'

The general policy is that all European pupils should learn both languages and receive education through the medium of their home language during the period of compulsory education. In coloured and Asiatic schools the official language more commonly spoken in the area is introduced first, followed by lessons in the second language before the child reaches Standard I. In native schools pupils are instructed through the vernacular for at least the first four years of schooling. The official language more commonly spoken in the area is introduced in the sub-standards and the second official language at various stages, usually before Standard V.

ADMINISTRATION

Central

The Union Parliament has delegated the executive authority for 'higher education', as mentioned above, to the Minister of Education, Arts and Science, who is assisted by the secretary and professional and administrative officers of his department in the control of matters relating to universities, technical colleges, vocational and special schools, reformatories, adult education, archives, the Union Observatory, the Archaeological Survey, museums, art galleries, zoological gardens, etc.

The department is in turn assisted in administering and supervising vocational schools and institutions established under the Children's Act by a team of specialist inspectors. Each of the institutions under the control of the Department of Education, Arts and Science has its own advisory board or board of management appointed by the Minister for a specified period. As the name implies, these 'boards' or 'councils' are purely advisory bodies, with no statutory power.

Provincial Administration

In each province the provincial council is the legislative authority in respect of primary and secondary education and institutions for the training of primary teachers. The Administrator and his Executive Committee assisted by the Director (or Superintendent) of Education are responsible for administration in these fields.

Under the director is a staff of inspectors, who control

the inner workings of the schools. Each school has a local school committee, elected by parents, whose chief function is the selection of teachers (subject to the approval of the department, which makes the final appointments). District school boards deal with general administrative matters pertaining to all schools in the district.

The one exception to this system is Natal, where there are no local authorities for education; everything is controlled from the department in the provincial capital.

Some secondary schools in the Transvaal have governing bodies and fall directly under the control of the Education Department, thus dispensing with school boards and school committees.

The inspectors of the provincial departments supervise and inspect both primary and secondary schools in their circuits. While there is no uniform method, inspectors as a rule examine the school and the classes only; the promotion of scholars falls under the control of the school principal, and individual teachers have reasonable freedom in their work.

The Interprovincial Consultative Committee

As the result of a recommendation by the Provincial Finances Committee, the government instituted at the beginning of 1935 the Interprovincial Consultative Committee, consisting of the Minister of Interior (chairman), the Minister of Education (vice-chairman), representatives of the four provincial administrations, and one member of each executive committee. Meetings of the committee are arranged at such intervals as circumstances may demand.

The chief function of this consultative committee is to co-ordinate the activities of the Union and provincial administrations, with a view to eliminating anomalies and unnecessary overlapping. The work is done chiefly by means of subcommittees, which deal with different phases of provincial administration.

The body responsible for the educational sphere is the Committee of Heads of Education Departments, consisting of the Secretary of the Department of Education, Arts and Science (chairman) and the Directors of Education in the Transvaal, Natal and Orange Free State and the Superintendent-General of Education in the Cape Province. The functions of this committee are purely advisory. It meets primarily to discuss problems referred to it by the Interprovincial Consultative Committee, but also to exchange information and ideas of mutual interest. The latter purpose is a voluntary co-operative effort, but these consultations have proved a most valuable and effective part of the educational machinery of the country. The committee has dealt with a number of important matters in the last few years, such as teachers' salary scales, temperance education, cadets, the education of deviates, nursery school education, road safety education, etc.

Despite the functioning of five independent education departments, the steadily increasing uniformity in educational practice is due largely to the efforts of this committee.

Private Schools

Ninety-two per cent of European pupils receiving primary and secondary education, irrespective of their social or

economic position, attend State schools. The remainder attend private schools. As their name implies, these are private and independent, the majority being conducted by the Anglican, Roman Catholic, Seventh Day Adventist and Wesleyan churches, and their directors are free to organize their curricula as they please. Private schools providing education for pupils within the compulsory limits for school attendance have to be registered with the school authority concerned. As the pupils attending private schools usually take the same examinations as those in public schools the curricula followed by them are not very different from those in State schools. In between the State schools and the private schools are the State-aided schools, which are relatively few in number.

School Buildings and Supplies

In all State schools the responsible authority, Union or provincial, bears the costs of the actual school buildings and necessary equipment. Donations and funds are sometimes collected by individuals and private organizations for the provision of such extra amenities as school libraries, swimming baths, playing fields, school halls, etc. The educational authority concerned usually increases such donations by a pound for every pound raised.

FINANCE

Union

The funds for the requirements of the Department of Education, Arts and Science, based on estimates drawn up by the department and approved by the Union Treasury, are voted by the Union parliament.

In addition to the costs of administration and the full costs of the Archives, Archaeological Survey and the Union Observatory and grants to subsidized museums, art galleries and zoological gardens, these funds are used for the following purposes:

1. The full costs of maintaining the State vocational high schools (housecraft, technical and commercial high schools), schools for the physically handicapped and institutions for 'children in need of care'.
2. Subsidies to State-aided special schools for the blind, the deaf and the epileptic.
3. Subsidies to State-aided vocational schools and continuation classes.
4. Subsidies to technical colleges totalling almost 60 per cent of their expenditure.
5. The cost of teacher training in the teacher-training colleges.
6. Money for bursaries to South African students, exchange bursaries for German, Dutch and French students, and annual grants to the Natal Council for Social Research, National Advisory Council for Adult Education, cultural organizations, Unesco, etc.

The Provinces

The provinces are responsible for financing primary and secondary education from revenue obtained partly by

provincial tax and partly by Union subsidy. The latter is determined by a complex formula; the general subsidy amounts to 50 per cent of the total provincial expenditure in all departments during the financial year, and to this is added a special subsidy for each of the following three provinces: Cape of Good Hope, £150,000; Natal, £100,000; Orange Free State, £300,000.

The provinces are responsible for expenditure under the following heads:

1. The cost of administration and supervisory machinery in regard to primary and secondary education (central, local, school and medical inspection, examinations).
2. The cost of the teaching service (salaries and pensions of teaching staff).
3. The cost of bursaries (board and transport, all measures taken to bring pupils to school). As education is free in all the provinces up to and including Standard X, no bursaries for tuition are required. (In the Cape Province free education is limited to the end of the school year in which the pupil attains his nineteenth birthday.)
4. The cost of school buildings and equipment (including maintenance costs, interest and redemption and capital expenditure).
5. The cost of teacher training in the teacher-training colleges.
6. Miscellaneous costs (including boarding loans to student teachers, communications, etc.).

ORGANIZATION

Pre-school Education

Nursery schools are organized by municipalities and by voluntary effort, and are also attached to teacher-training colleges and health centres, but they have not been incorporated in the national educational system, though a number receive provincial subsidies. Nursery schools as observation and practice centres in child care have been established at a number of homecraft high schools and girls' schools of industries under the Department of Education, Arts and Science.

Primary Education

The permissible age for admission to school has recently been lowered to 5 plus years, and when the South African child comes to school he spends two years in the substandards or grades and then proceeds to Standard I. If he is an average child he takes a year for every standard and completes Standard V around the age of 12 to 13 years. Until recently the curriculum of the primary school extended to Standard VI, but all the provinces have either completed regulations, or are in the process of doing so, for ending the period of primary school education at the end of Standard V, after which the pupil proceeds to a secondary or high school.

The curriculum for the primary school includes the following subjects: Afrikaans, English, arithmetic, history, geography, science (nature study), hygiene, religious instruction, singing, arts and crafts, physical education, woodwork or some handicraft for boys and homecraft,

cooking or needlework for girls. In addition, all pupils have regular classes in physical training and in the summer visit the swimming baths during school hours where such facilities are available.

Secondary Education

After completing the primary school course the pupil may proceed to the secondary school, which extends over five standards, namely Standard VI to Standard X. Promotion from one standard to the next takes place at the end of each school year and is based on the results of an internal school examination. Pupils in Standard VIII in the Orange Free State and Natal are obliged to write a public examination at the end of Standard VIII; in the Cape Province the examination is optional; while in the Transvaal there is no public examination for European pupils, the examination being set principally for native pupils either following or proceeding to teachers' courses at training colleges in the Transvaal. In the middle of the school year, the median age of European pupils in Standard VIII, which is the upper limit for compulsory education in the Cape, Natal and the Transvaal, is around 15.5 years.

At the end of Standard X the pupil comes to the matriculation, or its equivalent, the high school leaving or senior certificate examination, which is the conclusion of the secondary school course. The parent examination is conducted by the Joint Matriculation Board, a body comprising representatives of the universities, the provincial education departments and a few other interested bodies. The matriculation examination provides both an entrance qualification to the universities and a high school leaving certificate.

The latter function is also fulfilled by the examinations conducted by the provinces; and the Department of Education, Arts and Science conducts its own national junior and national senior examinations. If a certain

combination of subjects is taken in the Standard X examination, the Joint Matriculation Board recognizes the certificate as qualifying for entrance to the university.

The matriculation regulations exercise a considerable influence on the work of the school. The candidate has to present at least two languages (one being an official language), one science or mathematics, and three other subjects. On paper the choice is wide, including about forty subjects, but most schools are able to offer limited options, and in practice the subjects most frequently studied are Afrikaans, English, mathematics, chemistry, history and geography. Latin, German, native languages and commercial subjects are also often studied, and a number of students offer French and Greek as examination subjects.

All education departments pay considerable attention to educational differentiation, and courses in academic, commercial, technical, agricultural and domestic science subjects are available in secondary schools.

In many secondary schools teachers and pupils return to school after hours to participate in physical and cultural activities, such as rugby and association football, tennis, swimming, cricket, hockey, school dramatic and operatic societies, practice for school concerts, etc.

Compulsory education. Education is compulsory for all European children between 7 and 16 years (or 15 in Natal), children passing Standard VIII being exempted in Natal and the Cape Province. There is no scholastic exemption in the Orange Free State, while in the Transvaal pupils of 15 who have passed Standard VIII may be exempted from the end of the school year. Education is compulsory in the Transvaal from the beginning of the school year in which the pupil attains his seventh birthday.

Auxiliary services. Modern educational developments have received a place in the South African educational system. All education departments have their vocational guidance officers and psychologists to guide and advise the young

GLOSSARY

NOTE. Except for pre-primary schools promotion is by internal examination up to the senior certificate or matriculation examination at end of secondary course. In the Cape Province, Orange Free State and Natal there is also a public examination at end of third year of high school.

agricultural college: vocational training school of agriculture with courses at upper secondary and post-secondary level.

junior high school: lower general secondary school providing terminal course for pupils who do not wish to continue studies beyond compulsory school age.

military college: post-secondary vocational school preparing for careers in the armed services.

military gymnasium: vocational school preparing for careers in the armed

services with one-year courses at upper secondary and post-secondary level.

normal college or training college: teacher-training college with courses at two levels, post-secondary and postgraduate.

nursing college: specialized vocational training school at upper secondary level.

nursery school: private (sometimes subsidized) pre-primary school.

private business and commercial colleges: vocational secondary schools of commerce.

secondary or high school: general secondary school.

special schools for physically handicapped children: State residential schools providing primary and secondary education of both general and vocational nature for blind, deaf, crippled children, etc.

state schools of industries and reformatories: schools for delinquents, vagrants or destitute children.

teacher training in technical colleges: teacher-training courses conducted at the technical colleges, and preparing teachers of vocational subjects, physical education and nursery education.

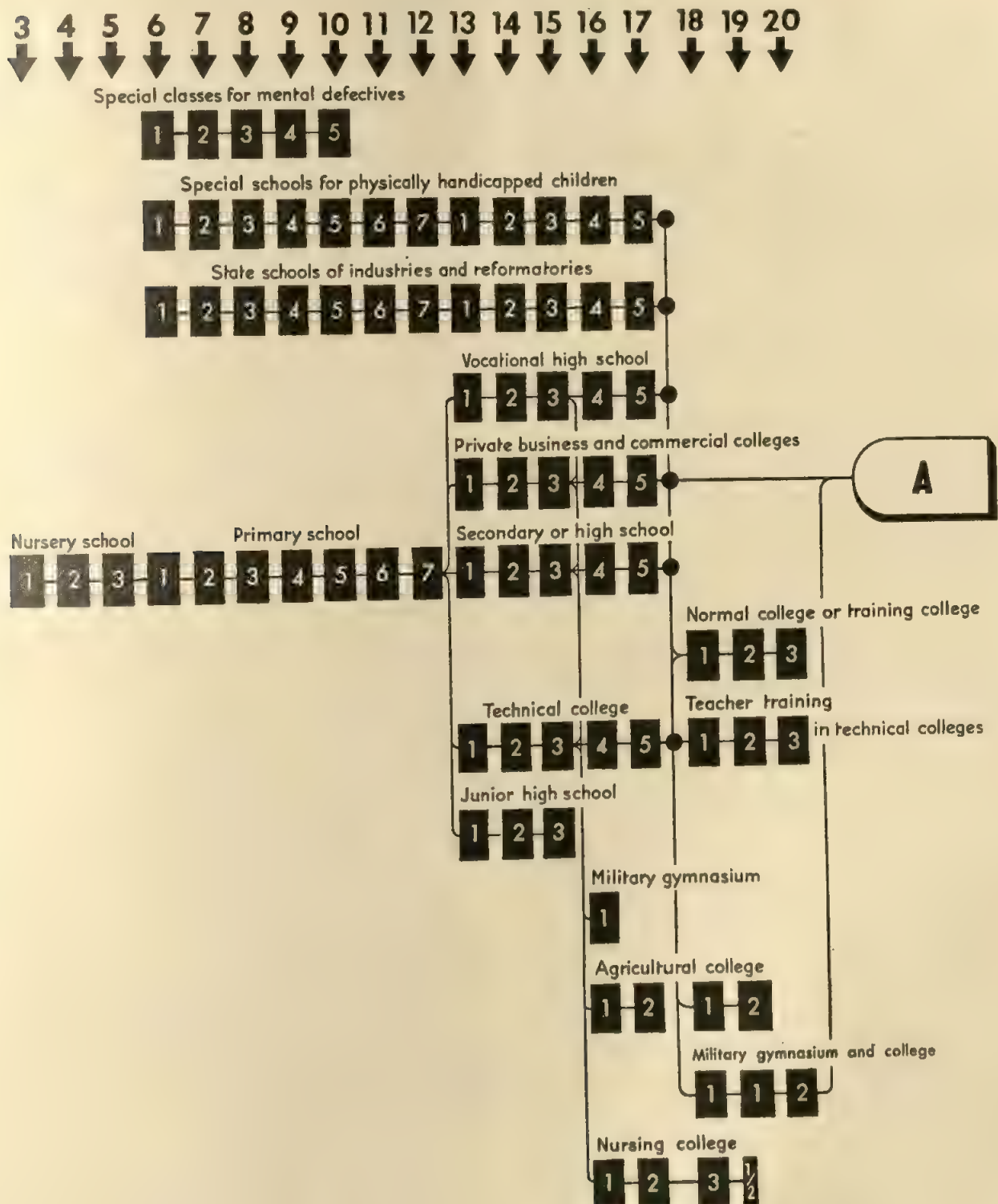
technical college: multilateral vocational secondary school with day classes and also evening courses for apprentices, sometimes going beyond the secondary level.

vocational high school: vocational secondary school with separate institutions for technical training, home economics and commercial courses.

HIGHER EDUCATION

A. University.

DIAGRAM



at school, while an occupational information bureau to assist juveniles who have left school in the choice of their careers has been established by the Department of Labour. A monthly publication, *My Career*, containing factual information about the various trades and professions is issued by this bureau.

The physical needs of pupils and their dental care are looked after by the team of medical inspectors of schools and dentists employed by each education department.

A National School Broadcast Service is maintained by the five education departments with the co-operation of the South African Broadcasting Corporation, and many schools which comply with the regulations of the Film Division of the Department of Education, Arts and Science in regard to the standards of their projectors are members of the Film Library.

Vocational Education

By an agreement in 1925 between the provinces and the Union Government all vocational training in technical colleges and technical, homecraft and commercial high schools became a matter for Union control.

As the institutions fall into clearly defined types a short account of each will be given.

Technical colleges, 11 in number, with nearly 30 branches, are found in the cities and principal towns of the Union. They offer a wide choice of courses, all of which are post-primary, and some, post-secondary. For full-time students the colleges provide a full secondary school course with specialization in technical, commercial and domestic science subjects; and the national Standard VIII and Standard X examinations of the Department of Education, Arts and Science are on a par with those of the provinces. The colleges also provide training for apprentices in designated trades, whose employers are required by the Apprenticeship Act to arrange for attendance at an approved educational course. These classes, in technical and ancillary subjects, are mainly at a secondary level, but some go beyond that level. Since 1952, all intending artisans in designated trades have to take a compulsory one-year course of pre-apprenticeship training either at a technical college or a technical high school, which, if completed satisfactorily, is recognized as part of the apprenticeship. Correspondence courses in academic and technical subjects are conducted by the Cape and the Witwatersrand Technical Colleges. Technical colleges provide teacher-training courses, as described later under 'Teacher Education'.

Vocational schools have a narrower and more clearly defined scope; they comprise 11 technical, 9 housecraft and 4 commercial high schools. They are residential State schools where most pupils receive free tuition and accommodation. The satisfactory completion of Standard VI is required for admission to the technical and housecraft high schools, and Standard VIII for admission to the commercial high schools. The courses are essentially practical, lasting three or four years, and include such subjects as cabinet-making, carpentry, smithy work, tailoring, motor mechanics, mechanical and electrical engineering, housecraft, mothercraft, domestic science, etc., in addition to more general subjects. At schools where the

course extends over four years, national certificates equivalent to Standard X, which with certain groupings of subjects may be recognized as equivalent to matriculation certificates, may be obtained.

There are 16 schools of industries, where the curricula are similar to those at the vocational schools, except that they also admit pupils at the primary level. To these schools are sent children committed under the Children's Act No. 31 of 1937 on grounds of destitution, neglect, uncontrollability, etc.

A vocational high school for physically handicapped boys who do not need medical and remedial attention, but who require vocational training, was established by the Department of Education, Arts and Science in 1950.

In some centres continuation classes offering part-time courses have been established. These, as well as a few private vocational schools, receive subsidies from the State through the Department of Education, Arts and Science.

Agricultural Education

At the seven agricultural high schools under the provincial education departments, secondary education with an agricultural bias is offered to pupils in Standards VI to X. The final year pupils enter for the Standard X examination of the province concerned.

The Union Department of Agriculture maintains four agricultural colleges, which offer a variety of short-term courses to farmers in addition to a two-year diploma course to students who have a minimum educational qualification of Standard VIII. Students in the faculties of agriculture at the universities of Pretoria, Stellenbosch and Natal obtain their practical training at the college adjacent to the university concerned.

Military Training

The Department of Defence recently established separate gymnasia for the army, navy and air force for boys between the ages of 16 and 22 who have passed Standard VII at least. On the conclusion of the one-year course, pupils are encouraged to enlist permanently, and in some cases are offered cadet courses at the Military College.

A three-year course leading to the B.Sc. (Military) degree is provided at the University of Pretoria. Persons holding this degree are considered for commissions in the various arms of the defence forces. Cadet corps, which are inspected regularly by members of the Union Defence Forces, are conducted at all secondary schools attended by boys.

At the General Botha Nautical Training College, which on 1 January 1954 will become a full State vocational school under the Department of Education, Arts and Science, ratings are trained for the merchant navy.

Nursing Education

Considerable attention is paid by the provincial administrations to the training of nurses. Instead of student-nurses having to undertake their theoretical and practical training simultaneously, they are now able to devote

specific periods of three months at a time to the theory of their work in special nurses' training colleges attached to certain large provincial hospitals. For admission to the training course candidates must be not less than 17 years of age and have a minimum educational qualification of Standard VIII. In the Transvaal students interested in nursing who are not yet 17 years of age, but who have the necessary educational requirements, may be admitted to a nurses' cadet course.

General

Government miners' training schools are attached to 13 mines on the Witwatersrand for the training of miners who have passed Standard VI at least.

A recent innovation in the sphere of vocational education is the introduction of a one-year course of intensive training for unmarried male trainees over the age of 21 in various specified trades at three centres in the Union.

It may be observed in general, however, that the number of pupils receiving specialized education in vocational institutions is, in relation to the number of European pupils, very small.

Higher Education

There are nine modern and well-equipped universities in South Africa, which are autonomous institutions receiving their State subsidies equivalent to almost 50 per cent of their total expenditure from the Department of Education, Arts and Science.

The universities are: Cape Town, Natal (at Pietermaritzburg and Durban), Orange Free State (at Bloemfontein), Potchefstroom, Pretoria, Rhodes (at Grahamstown, to which is affiliated the University College of Fort Hare, formerly known as the South African Native College), Stellenbosch, the Witwatersrand (at Johannesburg) and the University of South Africa. The last-named is not a teaching university and is principally an examining body; it has a large division of external studies at which correspondence courses leading to the B.A., B.Sc., B.Com., B.Econ., B.A. (Social Science) and LL.B. degrees are offered.

Each university is controlled by a council, which consists of members appointed by the government, the convocation and the senate of the university and the municipality within which the university stands. The council, of which the principal is an *ex officio* member, controls the wider aspects of policy, the more academic administration being in the hands of the senate, a body made up of members of staff and of council representatives.

The universities give degrees in arts and sciences, and have the usual faculties of education, commerce, law, etc. Cape Town, Pretoria and the Witwatersrand have well-equipped medical and dental schools; a medical faculty for non-Europeans has been established recently at Natal; Stellenbosch, Pretoria and Natal make a speciality of agriculture. Faculties of engineering exist at Cape Town, Witwatersrand, Stellenbosch and Natal. A valuable faculty of veterinary research is conducted by the University of Pretoria in conjunction with the Research Laboratory for Veterinary Research at Onderstepoort.

Teacher Education

Teachers are trained by the provincial authorities in 12 training colleges—mainly for primary schools, by the education faculties of the universities and by the technical colleges.

The training colleges run by the provinces provide the following types of course:

1. Two-year post-matriculation course, leading to the lowest primary teachers' certificate (T.3).
2. Three-year post-matriculation course, leading to the high primary certificate (or its equivalent) (T.2). Practice varies in the provinces; in some cases the course resembles the two-year course, with an extra year for specializing in some phase of primary school teaching; in others greater attention is given to academic work. The above two courses until recently were full-time courses only. In order to encourage the training of teachers, the Transvaal arranged to conduct part-time courses at the colleges in Johannesburg and Pretoria, where students may obtain the above certificates after attendance at lectures lasting three hours four nights a week, for a period half as long again as that stipulated above. Persons already in possession of a B.A. or B.Sc. degree may qualify for a teacher's certificate after 18 months' attendance at the part-time classes.

The main purpose of the above-mentioned courses is to staff primary schools adequately. All provinces offer liberal loans and bursaries to student-teachers.

Two further types of course are provided by the universities in conjunction, where necessary, with the training colleges.

1. Four-year post-matriculation course. As a rule, students take three years for their ordinary B.A. or B.Sc. degrees and then devote a year to an intensive professional course which leads to the secondary teachers' higher diploma.
2. Five-year post-matriculation course. This leads to a bachelor's or master's degree in education.

Finally special courses leading to the following full-time post-secondary teachers' certificate are conducted at the technical colleges: National Teachers' Certificate in Art (four years); National Teachers' Certificate in Commerce (three years); National Teachers' Certificate in Domestic Science (three years); National Teachers' Certificate for Physical Education Instructors (one year); National Teachers' Certificate and National Teachers' Diploma in Nursery Education (certificate, three years; diploma, one year postgraduate); National Teachers' Certificate in Technology; National Certificate for Trade Instructors.

Special Education

The State residential special schools have been established for the physically handicapped. At two of them, one for boys and one for girls, medical and remedial treatment is provided. The provincial education departments have special schools and classes for the mentally subnormal, hard-of-hearing, partially sighted and children with speech disabilities, as well as some small schools attached to hospitals and orthopedic homes. In the Transvaal there is a special school designed originally to provide education

for cardiac cases, but which now takes in children suffering from various complaints.

Education is also provided for educable mental defectives below the age of 16 at two institutions under the Department of Health.

Special schools for the blind, the deaf and the epileptic receive very large subsidies from the Department of Education, Arts and Science, which in addition to other items include the full salaries and allowances of teaching and instructional personnel and two-thirds of the salaries and allowances of all other approved staff. At these schools academic and trade training of a primary and secondary nature is provided.

ADULT EDUCATION

The report of the Committee of Enquiry on Adult Education, published early in 1946, was accepted by the State as a basis for a national scheme of adult education. A Division of Adult Education was immediately established in the Department of Education, Arts and Science, and its achievements to date include the establishment of the National Theatre, the extension of theatrical performances, library services and art centres; the organization of co-ordinated local committees and of educational courses for police trainees and student nurses.

A number of voluntary organizations, belonging to all races, are subsidized by the division, and organizers of adult education have been appointed in the larger centres for the purposes of: establishing contact with private organizations; determining existing needs; arousing public interest in adult education; initiating activities in the interests of adult education.

Weekly lectures are conducted at factories, workers' housing schemes and other central venues during the evenings and lunch hours. Child training and psychology appear to be the subjects in which most parents are interested. Study weeks are arranged with the assistance of voluntary organizations. The lectures are usually concentrated on various aspects of family life and are accompanied by films and exhibitions of suitable literature on the subject. Roneoed summaries of the lectures and bibliographies are distributed.

Youth and family camps, with practical courses in bricklaying, motor repair, weaving, millinery and dress-making, are also organized by the Division of Adult Education.

National Committees for the Advancement of Science and for the Advancement of Arts have been appointed under the Advisory Council for Adult Education. The former is an advisory body for all matters concerning scientific societies, museums, the National Zoological Gardens, etc., while the latter serves the interests of art associations, art galleries, music and dramatic societies, libraries and the advancement of art in general.

NON-EUROPEAN EDUCATION

The foregoing account describes the main features of European education in the Union. To this must be added

a special note on the education provided for other racial groups, in so far as the system differs from the European one. The main non-European population groups are: natives (Africans), Indian (chiefly in Natal and Transvaal), and coloured (of Malay or mixed descent).

Primary, Secondary and Teacher Education

Native education. This falls administratively under the provincial councils. The director of each provincial education department has on his staff a specialist officer, the Chief Inspector of Native Education, to take charge of administrative work; a special board, chiefly representing the missions which control native schools, exists to advise the department on all matters affecting native education.

A Union Advisory Board on Native Education was set up by the Minister of Education under Act No. 29 of 1945, and consists of the Secretaries for Native Affairs and Education, representatives of the provincial authorities, and up to five other persons nominated by the Minister, including natives.

The body ensures the necessary national co-ordination and advises the Minister of Education on the budget for native education. The budget is submitted to parliament on the vote of the Department of Education, Arts and Science; the accounting is thus centralized and the grant to the provinces is distinct from the general grant covering European education and other provincial activities.

Within the provinces the great majority of native schools are aided mission schools, which accounts for the low cost per native pupil. Only in Natal is there a considerable proportion of State schools for natives directly controlled by the Education Department. Inspection of native schools is carried out by a provincial inspectorate. Education is not compulsory for natives.

Primary schooling is free in all provinces. Up to the end of Standard II at least, i.e. for the first four years of schooling, the pupils are taught through the medium of the vernacular. The primary school comprises eight classes, two sub-standards and six standards. A Standard VI examination conducted by the departments serves as an entrance examination to secondary schools and teacher-training colleges. In Natal primary education includes Standard VII.

The secondary school course is the same as that described for Europeans.

There are 38 State and State-aided institutions for training native teachers. The native primary lower certificate is obtained after a three-year course after Standard VI, the first year being confined to academic work. The native primary higher certificate is obtained after a two-year course following Standard VIII.

Coloured education. Coloured education is a provincial responsibility. In the Cape, the schools are mainly of the State-aided mission type, and, in Natal, the pupils are more or less equally divided between State and State-aided schools; in the Transvaal and Orange Free State, State schools predominate. Inspection is undertaken by the inspectors of European or native schools.

Education is free up to Standard VI in the Orange Free State, and to Standard X in the other three provinces. In

organization and curriculum the coloured schools generally follow the same pattern as the European, but in the Cape Province, where the majority of coloured schools are situated, special syllabuses have been drawn up for such schools.

Education is compulsory for coloureds in Natal and in certain areas of the Cape, where legislation provides for the compulsory attendance of all coloured children between 7 and 14 as soon as accommodation permits.

There are 11 State and State-aided teacher-training institutions for coloured teachers, of which nine are in the Cape Province.

Indian education. Natal, because of the size of its Indian population, administers Indian schools as a separate group. Supervision is exercised by a chief inspector of Indian schools. Indians attend the same schools as the coloureds in the Cape, and in the Transvaal there are some separate Indian schools, and a larger number of schools for both coloureds and Indians.

The organization of primary and secondary schools, as well as the curriculum, follow the same pattern as the European and coloured systems. State, as well as State-aided, systems exist, and education, though not compulsory, is free in the Cape, Transvaal and Natal up to Standard X. There are no Indians in the Orange Free State. Natal has two teacher-training institutions for Indian teachers. In the Transvaal and the Cape, Indian teachers are trained in coloured teacher-training colleges.

Vocational Education

One of the technical colleges described previously provides training primarily for Indians, and when accommodation permits, admits other non-Europeans. This is the M.L. Sultan Technical College at Durban. In addition, separate divisions for the training of non-European students have been established at seven other technical colleges.

A number of State-aided vocational schools for pupils who have passed Standard IV at least are subsidized by the Department of Education, Arts and Science, and there are five schools (one school of industries and four reformatories) for non-Europeans established under the Children's Act.

In the Cape, Natal and Transvaal 27 State and State-aided industrial schools providing training in various trades, domestic science, spinning, weaving and basketry for native pupils who have passed Standard VI are conducted by the provincial education departments.

At the Jan Hofmeyr School of Social Work in Johannesburg matriculants who have attained the age of 20 are trained in social work. The course extends over three years. This institution receives its subsidy from the Department of Education, Arts and Science.

The Native Affairs Department maintains the Mears

School for Women Home Welfare Workers, where students who have passed Standard VIII at least and are between 35 and 45 years of age may follow a one-year course in home welfare.

Two schools of agriculture provide agricultural training; one, a school at Tsolo, is financed by both the Native Affairs Department and the General Council of the Transkeian Territories, and offers a diploma course extending over two years to post-Standard VI pupils. The Fort Cox Agricultural College was opened by the Department of Native Affairs in 1930, 'to give a thorough practical training in general agriculture to young native men, care being taken to make this training applicable as far as possible to conditions existing in native areas, and to ascertain and advertise those agricultural methods which yield the best results for native farming in the area'. Students who have the necessary personality and quality of leadership are employed as agricultural demonstrators in the Department of Native Affairs on the satisfactory completion of the course for the general diploma in agriculture, which lasts two years.

Medical and surgical nurses, midwives and mine hospital orderlies are trained at institutions approved by the South African Nursing Council. The courses last at least three years and are open to students who have attained the age of 18.

Higher Education

The University College of Fort Hare, which is affiliated with the Rhodes University, provides higher education for natives; where accommodation permits, students of other non-European races are admitted to this institution. Courses are offered in the faculties of arts, sciences, theology, education and agriculture; and a two-year post-matriculation course leading to the secondary teachers' certificate is also available.

Non-European students are also admitted to the universities of Cape Town, the Witwatersrand and Natal. The last-named has a large division for non-Europeans including a non-European medical faculty established in 1950 at Durban. In order to encourage the Bantu population to train medical personnel for its own needs, the government, through the Department of Education, Arts and Science, has instituted medical and pre-medical bursaries of £200 and £150 per annum respectively for 15 new students annually at this university. By 1956, when the scheme is in full operation, an amount of £19,500 will be needed annually for this purpose. On completion of the course, which extends over seven years, including two pre-medical years, students will be required to refund half the value of the bursary in easy instalments.

Many non-Europeans enrol in the External Division of the University of South Africa, where they are able to pursue their studies by means of correspondence courses.

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1. PUBLIC EXPENDITURE ON EDUCATION IN 1950 (in South African pounds)

Item	Amount	Item	Amount
Total	¹ 38 025 975		
General administration ²	1 238 075	Higher education ⁵	1 331 536
Primary education	11 954 352	Adult education	46 750
Secondary education	2 979 353	Special education ⁷	335 244
Combined primary and secondary education ³	4 459 686	National Feeding Scheme	1 735 086
Vocational education ⁴	⁵ 2 767 495	General expenditure	1 565 883
Teacher training	821 690	Capital expenditure ⁶	4 304 055

Source. Union of South Africa. Department of Education, Arts and Science. Pretoria.

Note. Official exchange rate: 1 S.A. pound = 2.80 U.S. dollars.

1. Includes 4,486,700 pounds spent on Indian and coloured education but not distributed under the various headings.

2. Includes administration, school boards, school inspection and medical services.

3. Includes provincial agricultural training schools.

4. Includes technical colleges, continuation classes, commercial, technical and housecraft high schools, schools of industries, reformatories, agricultural training schools, miners' schools, a forestry school and the S.A. Nautical College.

5. One item (£15,330) of this amount is the 1949 figure.

6. Includes grants.

7. Special education for the blind, deaf and dumb and epileptics, and for children with other physical defects.

8. Minor works, school buildings, interest and redemption items included.

2. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Pre-school					
Kindergartens	...	...	...	...	...
Primary and secondary					
<i>Primary and general secondary</i>					
European, public	2 615	19 053	10 468	467 440	224 163
European, private	284	1 697	1 309	38 036	20 904
Native, public	5 338	18 530	...	747 026	380 560
Other non-European, public	1 471	7 722	...	262 345	122 295
<i>Vocational (European)</i>					
Commercial high schools	3	37	17	759	...
Technical high schools	11	128	—	1 632	—
Housecraft high schools	9	68	68	816	816
Agricultural high schools	7	...	...	558	...
State-aided vocational schools	5	...	...	484	...
Continuation classes	29	...	...	1 525	674
Technical colleges	9	2 550	582	54 279	17 461
<i>Vocational (Native)</i>					
Provincial schools and industrial departments	40	...	...	2 064	...
State-aided vocational schools	12	...	...	794	339
Continuation classes	1 29	...	...	2 11 060	2 946
<i>Vocational (Other non-European)</i>					
State-aided vocational schools	7	...	...	449	281
Technical colleges	1	102	11	1 890	...
<i>Teacher training</i>					
Native	38	...	...	5 844	...
Other non-European	13	...	...	1 450	...
Higher					
<i>European</i>					
Universities	9	2 1 226	...	2 18 438	2 4 636
University of South Africa external studies	1	...	...	2 152	...
Teacher-training colleges	14	...	...	2 850	2 084
<i>Native</i>					
South African Native College, Fort Hare	1	45	...	325	...
European universities	...	...	...	159	...
University of South Africa external studies	...	...	...	484	...
<i>Vocational (Other non-European)</i>					
South African Native College, Fort Hare	...	...	...	57	...
European universities	...	...	...	428	...
University of South Africa external studies	...	...	...	340	...
Special					
<i>European</i>					
Schools of industries	14	178	58	2 055	...
Schools for the physically handicapped	3	40	11	167	...
State-aided special schools	5	...	...	757	...
Schools for mental defectives	2	...	...	158	...
Reformatories	2	...	...	287	43
<i>Native</i>					
State-aided special schools	1 4	...	...	2 1 293	...
Reformatories	2	27	7	749	63
<i>Other non-European</i>					
Schools of industries	1	11	—	186	—
Reformatories	2	31	1	801	57

Source. Union of South Africa. Department of Education, Arts and Science. Pretoria.

1. For natives and other non-Europeans.

2. Natives and non-Europeans.

3. Full-time staff only. There were 796 part-time staff members in 1950.

4. Full-time and part-time students.

5. Including native and other non-European students in European universities.

3. AGE, CLASS AND SEX DISTRIBUTION OF EUROPEAN PUPILS IN PROVINCIAL,
STATE AND STATE-AIDED PRIMARY AND SECONDARY SCHOOLS, 1950

Class	Age									
	6—	6	7	8	9	10	11	12	13	14
Sub-standard A										
M.	2 137	15 587	7 124	882	89	27	10	4	7	1
F.	2 234	14 587	6 174	646	63	17	11	4	1	1
Sub-standard B										
M.	11	2 735	14 677	7 494	1 209	155	26	11	7	—
F.	25	3 014	14 117	6 427	925	92	15	5	2	3
Standard I										
M.	—	42	3 049	13 685	7 757	1 868	303	64	20	9
F.	1	68	3 230	13 091	6 699	1 175	162	33	12	5
Standard II										
M.	—	—	76	3 035	12 244	7 783	2 303	519	87	23
F.	—	1	81	3 368	12 002	6 851	1 578	263	46	13
Standard III										
M.	—	—	—	87	2 900	11 304	7 555	2 637	633	143
F.	—	—	—	124	3 124	11 384	6 848	1 914	377	81
Standard IV										
M.	—	—	—	—	108	3 121	10 180	7 252	2 893	780
F.	—	—	—	—	111	3 419	10 388	6 785	2 205	515
Standard V										
M.	—	—	—	—	2	111	3 022	9 163	7 015	3 002
F.	—	—	—	—	4	206	3 336	9 432	6 426	2 352
Standard VI										
M.	—	—	—	—	—	—	134	2 797	8 060	6 236
F.	—	—	—	—	—	2	220	3 154	7 986	5 691
Standard VII										
M.	—	—	—	—	—	—	2	136	2 629	6 809
F.	—	—	—	—	—	—	7	180	2 949	6 618
Standard VIII										
M.	—	—	—	—	—	—	—	3	151	2 266
F.	—	—	—	—	—	—	—	1	170	2 515
Standard IX										
M.	—	—	—	—	—	—	—	—	7	170
F.	—	—	—	—	—	—	—	—	2	173
Standard X										
M.	—	—	—	—	—	—	—	—	—	2
F.	—	—	—	—	—	—	—	—	—	1
Special classes										
M.	—	4	31	75	208	309	438	557	632	644
F.	—	3	17	48	109	156	249	345	396	427
Unclassified										
M.	1	2	14	23	26	35	32	42	41	44
F.	—	6	4	11	14	32	29	32	39	40
Total by age	2 149	18 370	24 971	25 281	24 543	24 713	24 005	23 185	22 182	20 129
	2 260	17 679	23 623	23 715	23 051	23 334	22 843	22 148	20 611	18 435
Percentage by age	0.9	7.7	10.4	10.5	10.2	10.3	10.0	9.7	9.2	8.2

Source. Union of South Africa. Department of Education, Arts and Science. Pretoria.

Age					Total by sex	Total by class	Median age	Percentage by class	Class
15	16	17	18	19					
1	2	—	—	—	25 871	49 609	6.7	10.6	Sub-standard A
—	—	—	—	—	23 738				M. F.
1	—	—	—	—	26 326	50 952	7.7	10.9	Sub-standard B
1	—	—	—	—	24 626				M. F.
1	—	—	—	—	26 798	51 276	8.7	11.0	Standard I
2	—	—	—	—	24 478				M. F.
8	—	—	—	—	26 078	50 282	9.8	10.8	Standard II
1	—	—	—	—	24 204				M. F.
35	3	—	—	—	25 297	49 162	10.8	10.5	Standard III
12	1	—	—	—	23 865				M. F.
204	24	—	—	—	24 562	48 114	11.8	10.3	Standard IV
118	11	—	—	—	23 552				M. F.
875	154	13	2	—	23 359	45 784	12.9	9.8	Standard V
592	74	2	1	—	22 425				M. F.
3 165	929	135	16	2	21 474	41 486	13.9	8.9	Standard VI
2 521	411	24	2	1	20 012				M. F.
5 377	1 604	243	24	6	16 830	32 476	14.8	6.9	Standard VII
4 650	1 095	140	7	—	15 646				M. F.
4 889	2 899	761	117	14	11 100	21 657	15.6	4.6	Standard VIII
4 998	2 366	464	36	7	10 557				M. F.
1 711	2 939	1 262	263	38	6 390	11 085	16.4	2.4	Standard IX
1 690	2 112	621	88	9	4 695				M. F.
148	1 560	2 257	952	239	5 158	8 970	17.3	1.9	Standard X
172	1 514	1 631	458	36	3 812				M. F.
563	220	42	9	1	3 733	5 979	13.4	1.3	Special classes
379	88	23	6	—	2 246				M. F.
24	13	2	2	—	301	608	13.0	0.1	Unclassified
33	27	27	11	2	307				M. F.
17 002	10 347	4 715	1 385	300	243 277	.	.	.	M.
15 169	7 699	2 932	609	55	224 163	.	.	.	F.
32 171	18 046	7 647	1 994	355	.	467 440	.	.	M. & F.
6.9	3.9	1.6	0.4	0.1	.	.	.	.	Percentage by age

Total by age

4. AGE, CLASS AND SEX DISTRIBUTION OF NATIVE PUPILS IN PROVINCIAL,
STATE AND STATE-AIDED PRIMARY AND SECONDARY SCHOOLS IN 1950

Class	Age									
	6 —	6	7	8	9	10	11	12	13	14
Sub-standard A										
M.	283	7 113	22 269	22 247	17 614	15 347	9 421	7 708	4 564	2 477
F.	373	8 380	24 178	22 732	17 397	14 055	7 878	5 816	3 112	1 458
Sub-standard B										
M.	3	154	2 476	7 492	10 484	11 800	9 565	8 368	6 556	3 948
F.	1	326	3 712	9 931	12 876	13 860	10 199	8 232	5 271	2 633
Standard I										
M.	—	4	181	1 636	4 621	8 355	9 483	10 415	8 616	5 893
F.	—	24	385	2 912	7 446	11 575	11 545	10 772	8 029	4 506
Standard II										
M.	—	2	6	204	1 107	3 193	5 241	7 512	7 727	6 066
F.	—	—	30	373	2 316	5 953	8 284	9 823	9 597	5 611
Standard III										
M.	—	1	—	23	184	843	2 265	4 782	6 530	6 468
F.	—	—	3	51	394	2 036	4 492	7 712	8 625	7 294
Standard IV										
M.	—	1	2	7	27	164	652	1 887	3 657	4 773
F.	—	—	—	3	49	365	1 453	3 709	6 052	6 690
Standard V										
M.	—	—	—	—	1	21	96	548	1 628	2 774
F.	—	—	—	—	9	32	264	1 185	3 124	4 679
Standard VI										
M.	—	—	—	—	—	1	5	108	414	1 215
F.	—	—	—	—	—	1	34	248	1 002	2 480
Standard VII										
M.	—	—	—	—	—	—	—	4	73	322
F.	—	—	—	—	—	—	—	13	121	565
Standard VIII										
M.	—	—	—	—	—	—	—	—	—	4
F.	—	—	—	—	—	—	—	—	2	14
Standard IX										
M.	—	—	—	—	—	—	—	—	—	1
F.	—	—	—	—	—	—	—	—	—	—
Standard X										
M.	—	—	—	—	—	—	—	—	—	—
F.	—	—	—	—	—	—	—	—	—	—
Total by age										
M.	286	7 275	24 934	31 609	34 038	39 724	36 728	41 332	39 765	33 941
F.	374	8 730	28 308	36 002	40 487	47 877	44 149	47 510	44 935	35 930
M. & F.	660	16 005	53 242	67 611	74 525	87 601	80 877	88 842	84 700	69 871
Percentage by age	0.1	2.2	7.1	9.1	10.0	11.7	10.8	11.9	11.4	9.4

Source. Union of South Africa. Department of Education, Arts and Science. Pretoria.

Age					Total by sex	Total by class	Median age	Percentage by class	Class
15	16	17	18	19					
1 087 494	352 176	119 60	59 18	297 63	110 957 106 190	217 147	9.0	29.1	Sub-standard A M. F.
1 924 999	788 299	257 100	129 45	128 15	64 072 68 499	132 571	10.7	17.8	Sub-standard B M. F.
3 089 2 035	1 384 623	511 187	226 46	201 29	54 615 60 114	114 729	11.9	15.4	Standard I M. F.
3 779 2 751	1 650 876	656 271	276 67	249 27	37 668 45 979	83 647	12.9	11.2	Standard II M. F.
4 757 4 187	2 353 1 603	1 023 498	509 116	352 53	30 090 37 064	67 154	13.7	9.0	Standard III M. F.
4 194 4 897	2 993 2 510	1 558 885	826 266	509 82	21 250 26 961	48 211	14.5	6.5	Standard IV M. F.
3 186 4 737	2 895 3 230	1 957 1 227	1 150 399	799 146	15 055 19 032	34 087	15.3	4.6	Standard V M. F.
1 947 3 635	2 462 3 532	1 970 2 059	1 569 839	1 419 385	11 110 14 215	25 325	16.3	3.4	Standard VI M. F.
806 1 558	1 474 2 502	1 571 2 298	1 423 1 284	2 159 899	7 832 9 240	17 072	17.3	2.3	Standard VII M. F.
58 79	200 319	422 623	519 605	1 307 721	2 510 2 363	4 873	18.6	0.7	Standard VIII M. F.
5 9	29 31	93 48	128 47	404 45	660 180	840	19.1	0.1	Standard IX M. F.
— —	— 1	11 15	48 31	283 50	342 97	439	19.3	0.1	Standard X M. F.
24 832 25 381	16 580 15 702	10 148 8 271	6 862 3 763	8 107 2 515	356 161 389 934	.	.	.	Total by age
50 213	32 282	18 419	10 625	10 622	.	746 095	.	.	
6.7	4.3	2.5	1.4	1.4	.	.	.	.	Percentage by age

5. HIGHER EDUCATION, 1950

Faculty	Number of faculties	Students enrolled		Faculty	Number of faculties	Students enrolled	
		Total	F.			Total	F.
Total	78	18 820	4 639				
Pure arts	10	5 166	2 250	Hygiene	1	30	3
Pure science	10	2 444	589	Physical education	1	2	1
Medicine	4	2 758	412	Pharmacology	1	18	1
Engineering	5	1 747	2	Veterinary science	1	85	2
Law	7	509	33	Dentistry	1	374	9
Commerce	8	2 403	152	Fine arts	1	150	123
Education	9	786	335	Social science	5	178	151
Agriculture	3	603	12	Architecture	3	692	38
Theology	5	149	—	Domestic science	1	26	26
				Music	2	700	500

Source. Union of South Africa. Department of Education, Arts and Science. Pretoria.

Note. The figures include students of the University College of Fort Hare, but do not include 2,976 students of the University of South Africa (external studies).

SOUTH-WEST AFRICA

Total population (1951 census): 430,354.

Europeans, 49,641; natives enumerated, 156,453; natives estimated, 224,233; Malays and Asiatics, 27.

Total area: 823,000 square kilometres; 318,000 square miles.

Population density: 0.5 per square kilometre; 1.4 per square mile.

Total enrolment (1950 primary enrolment): 33,199.

Total public revenue (1951/52 estimate): 4,952,722 pounds.

Legal basis. Education in South-West Africa is controlled by the provisions of the Education Proclamation, 1926. This provides for the compulsory attendance up to Standard VI (eighth school year) of all European children between the ages of 7 and 16.

Administration. All financial and technical matters are controlled by the Administration of the country. Local school committees with mainly advisory functions are elected to represent the parents.

Government schools. Provision is made for both primary and secondary education. The code for the primary schools has much in common with those of the Cape Province and the Transvaal. Standard VIII pupils sit for the Junior Certificate Examination of the University of South Africa, while those of Standard X enter for the matriculation and school-leaving examinations conducted by the Joint Matriculation Board.

Primary education is free, but fees are charged for second-

ary instruction. Books and stationery must be paid for but, in the case of primary education, needy pupils may obtain their requirements free or at reduced cost.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Based on official sources, prepared in June 1953.

In the hostels maintained or subsidized by the Administration, pupils are accommodated at fees assessed according to the ability of the parents to pay.

Coloured and native education. For the most part the education of coloured and native pupils is under the supervision of the various missions, which supply the buildings within the Police Zone. The Administration pays the salaries of the teachers, and supplies furniture and equipment free of charge. A rebate of 50 per cent is allowed on all books and stationery supplied to the schools for sale to pupils. The government also maintains certain schools, and provides teacher training.

Since 1945 grants have been paid towards teachers' salaries and subsidies have been given to certain native educational institutions beyond the Police Zone, i.e. in Ovamboland and the Okavango area.

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Official yearbook of the Union and of Basutoland, Bechuanaland

Protectorate and Swaziland, no. 24, 1948. Pretoria, Government
 Printer, 1950. p. 1163-1164.
South West Africa Annual. Windhoek, South West Africa Annual.

1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN GOVERNMENT SCHOOLS FOR EUROPEANS AT 14 NOVEMBER 1951

Class and sex	Pupils by age												Total by sex	Median age	Class percen- tage
	7—	7	8	9	10	11	12	13	14	15	16	16+			
Sub-standard A															
Both sexes	33	626	271	60	7	2	—	—	—	—	—	—	999	7.7	12.0
F.	19	285	128	24	4	2	—	—	—	—	—	—	462		
Sub-standard B															
Both sexes	3	99	477	301	54	17	3	—	—	1	—	—	955	8.8	11.5
F.	2	52	228	136	25	8	—	—	—	1	—	—	452		
Standard I															
Both sexes	—	2	96	444	317	89	26	3	1	—	—	—	978	9.9	11.8
F.	—	1	51	204	153	40	7	—	1	—	—	—	457		
Standard II															
Both sexes	—	—	2	88	414	326	111	39	9	1	—	—	990	10.9	11.9
F.	—	—	—	48	203	144	44	15	4	1	—	—	459		
Standard III															
Both sexes	—	—	—	4	108	376	333	131	34	18	2	—	1 006	12.0	12.1
F.	—	—	—	4	55	184	160	58	9	7	—	—	477		
Standard IV															
Both sexes	—	—	—	—	3	98	343	290	145	55	18	1	953	13.1	11.5
F.	—	—	—	—	1	43	164	131	77	22	7	—	445		
Standard V															
Both sexes	—	—	—	—	—	4	87	279	297	137	31	4	839	14.2	10.1
F.	—	—	—	—	—	3	44	160	155	66	13	2	443		
Standard VI															
Both sexes	—	—	—	—	—	—	8	73	245	231	128	43	728	15.2	8.8
F.	—	—	—	—	—	—	5	38	109	116	56	14	338		
Standard VII															
Both sexes	—	—	—	—	—	—	—	3	35	127	164	85	414	16.3	5.0
F.	—	—	—	—	—	—	—	3	18	54	86	35	196		
Standard VIII															
Both sexes	—	—	—	—	—	—	—	—	2	29	94	132	257	.	3.1
F.	—	—	—	—	—	—	—	—	1	20	43	62	126		
Standard IX															
Both sexes	—	—	—	—	—	—	—	—	—	1	9	85	95	.	1.1
F.	—	—	—	—	—	—	—	—	—	—	4	27	31		
Standard X															
Both sexes	—	—	—	—	—	—	—	—	—	1	2	59	62	.	0.7
F.	—	—	—	—	—	—	—	—	—	1	—	19	20		
Occasional classes															
Both sexes	—	—	—	2	4	2	3	4	—	1	3	—	19	.	0.2
F.	—	—	—	2	1	2	2	—	—	1	2	—	10		
Total by age { Both sexes	36	727	846	899	907	914	914	822	768	602	451	409	8 295	.	.
F.	21	338	407	416	443	425	426	407	374	289	211	159	3 916	.	.
Percentage by age	0.4	8.8	10.2	10.8	10.9	11.0	11.0	9.9	9.3	7.3	5.4	4.9	.	.	.

Source. South-West Africa. Director of Education. Windhoek.

Note. Education is compulsory for European children between the ages of 7 and 16 years, and, in any case, until a Standard VI certificate has been obtained.

2. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Insti- tutions	Teachers		Pupils	Level of education and type of school	Insti- tutions	Teachers		Pupils
		Total	F.				Total	F.	
Primary					Secondary				
Government schools	324	1 059	...	33 199	<i>General</i> ¹				
Other institutions					Government schools	10	54	8	884
					Private schools		...	...
					Teacher training	2	...	...	115

Source. South-West Africa. Director of Education. Windhoek.

1. Female secondary enrolment estimated at approximately 45 per cent.

UNION OF SOVIET SOCIALIST REPUBLICS

Population (estimate end of 1951): 207 million.

Area: 22,270,000 square kilometres; 8,598,000 square miles.

Population density: 9.3 per square kilometre; 24.1 per square mile.

Total enrolment (1951): approx. 45 million in all primary and secondary schools.

Pupil-teacher ratio: 24 in all general education schools.

Illiteracy rate: 18.8 per cent (over 9 years of age, 1939 census).

Total State expenditure (1952): 476,920 million roubles.

Expenditure on education (1952): 60,000 million roubles.

Official exchange rate: 1 rouble = 0.25 U.S. dollar.

The texts for the U.S.S.R. and for the Union Republics were prepared from official sources in March 1953 and later completed on the basis of reports submitted by the delegations of the U.S.S.R., Bielorussia and the Ukraine to the Seventeenth International Conference on Public Education (Geneva, 1954).

The U.S.S.R. is a union of 16 republics of equal status, each of which is styled a Union Republic: the R.S.F.S.R. (or Russian Republic), Ukrainian S.S.R., Bielorussian S.S.R., Azerbaijan S.S.R., Georgian S.S.R., Armenian S.S.R., Turkmen S.S.R., Uzbek S.S.R., Tadzhik S.S.R., Kazakh S.S.R., Kirghiz S.S.R., Latvian S.S.R., Estonian S.S.R., Lithuanian S.S.R., Karelo-Finnish S.S.R., and Moldavian S.S.R.

The highest organ of State power in the U.S.S.R. is the bi-cameral Supreme Council, consisting of the Council of the Union and the Council of Nationalities which jointly form the legislative. The Council of Ministers is the highest executive and administrative organ of the Union.

Each Union Republic has a corresponding political structure. Several include within their boundaries fairly large areas of homogeneous peoples forming nationalities; these make up autonomous S.S.R. (16 in all), autonomous regions (9) and national areas (10). Apart from such ethnographical units, all Union Republics are divided administratively into regions, provinces and districts.

The Soviet Union is a socialist state of workers and peasants, the political units of which are the soviets or councils of workers by hand and brain. All local authority is vested in these soviets, and a similar pattern of organization is followed upward to the highest organs in the Union.

LEGAL BASIS

Article 121 of the 1937 Constitution of the U.S.S.R. states that 'Citizens of the U.S.S.R. have the right to education... which is ensured by universal and compulsory education; by free education up to and including the seventh class; by a system of State stipends for students of higher educational establishments who excel in their studies; by instruction in schools being conducted in the native language; and by the organization in the factories, State farms, machine and tractor stations and collective farms of free vocational, technical and agronomical training for the working people.'

To implement this right the U.S.S.R. Government has enacted legislation which establishes: full equality of all nationalities (mother-tongue instruction at primary and secondary levels, Russian language compulsory as the

second language in non-Russian schools); full equality for men and women (in terms of common programmes and equal access to higher education, co-education having been abandoned in 1943); State monopoly of schools (to ensure uniformity of standard, planning and material provision); separation of the school from the church (all instruction being scientific and materialist); universal free education (compulsory for 10 years in urban centres, seven years in rural areas); uniformity and continuity of the school system (to enable students to climb the educational ladder by merit alone); close contact between school and public (the role of the Young Communist League and of trade unions, collective farms, parents' committees being a statutory part of the public school system).

The following are the principal aims of the Soviet school system:

1. To give the pupil a thorough grounding in the fundamentals of the sciences dealing with nature, society and human intellect and train in him a materialist world out-look.
2. To provide the young generation with knowledge and understanding of the fundamentals of socialist production and train them to link up that knowledge with the practical problems of socialist construction.
3. To foster in the growing generation firm moral convictions, educating them in a spirit of boundless affection for, and fidelity to, their socialist motherland, in a spirit of socialist humanism, collectivism and international solidarity, teaching them to take a socialist attitude to their work and to public property, and training in them a feeling of conscientious discipline.
4. To provide adequate physical training with a view to bringing up a healthy and buoyant generation.
5. To provide aesthetic education, teaching the children to understand and appreciate art, cultivating good taste and encouraging their artistic abilities and talents.

While responsibility for education devolves upon Union Republics and local bodies, these all remain subordinate to the highest organs of power in the Soviet Union—the Supreme Council and the Council of Ministers. The central government legislates on the broad themes listed above, fixes the types of school and approves school programmes and rules for supervision.

Programmes and curricula are uniform and obligatory for all schools in town and country. In the autonomous republics and regions provision is made for the study of additional subjects, primarily native language and literature.

The fact that programmes and curricula are uniform and obligatory for all schools does not preclude broad creative initiative by the teacher in the presentation of material (use of local illustrative data, acquainting pupils with the latest achievements in science and engineering, extension of the regular programme by extra-curricular instruction, etc.).

Planning for all aspects of national life is a characteristic of the Soviet Union. Within an integrated plan for social and economic advancement, education and other cultural activities take their place. The fifth five-year plan (1951-55) was adopted in October 1952 and acquired the force of law. The usual form of the plan is to set goals, generally expressed as percentages of production during the past planning period. The fifth five-year plan introduced compulsory secondary (i.e. 10-year) education for the capitals of Union Republics, provincial capitals and the main industrial cities. Conditions are also to be prepared for extending the 10-year system to the whole population in all other cities and villages of the U.S.S.R. during the next five-year period (1956-60). The present plan implies an increase of 40 per cent in the urban school enrolment for classes 8 to 10, with a corresponding rise in teacher training and school building. Along with such quantitative aspects, the curriculum of the general secondary school is to be broadened to include polytechnical training. Finally, the plan prescribes an increase of specialized graduates from establishments of higher education, in order to build up the national economy (in 1953 some 500,000 specialists graduated from secondary or higher technical establishments).

The nineteenth congress of the Communist Party of the Soviet Union (October 1952) issued directives based on this plan. Since the U.S.S.R. is a single-party State, such directives run parallel to the general legislative machinery and serve to reinforce it.

ADMINISTRATION

At the federal level two All-Union Ministries are concerned with particular parts of the educational system. The Ministry of Culture (set up in March 1953 and absorbing the Ministry of Higher Education) is responsible for the

general organization of and the teaching in all specialized secondary schools (technicums) and establishments of higher education (VUZ). In practice much of the control is exercised by the Union Republics; but the Ministry of Culture runs directly the universities and higher technical and agricultural institutes. For the rest, it issues the statutes, curricula and textbooks.

The second federal authority, the All-Union Ministry of Labour Reserves, controls lower vocational schools but does not maintain them. Some other bodies, such as the Committee for Arts and the Committee for Physical Education, are attached to the Council of Ministers, and administer the specialized education indicated by their titles.

Each Union Republic has a Ministry of Public Education, with responsibility for all general (i.e. non-specialized) education. The Ministry comprises departments, each headed by a director, for the different sectors of work: pre-school education, primary and secondary schools, schools for young industrial and agricultural workers, education of teachers, out-of-school activities, buildings and equipment. Technicums, teacher-training schools and higher establishments for teacher education are maintained by the Ministry although controlled at the federal level. A chief administrator for higher education on the Ministry staff serves to co-ordinate the specialized VUZ which are run by various ministries and by industrial and agricultural administrations and trusts.

The Union Republic Ministry appoints the inspectorate and heads of schools, works out plans and budgets in detail, and issues textbooks, curricula and outline syllabuses.

Further down the administrative line come regional and area bodies, city and rural district education authorities. A similar pattern prevails throughout: at the local level the executive committee of the council or soviet appoints the Director of Education and an education committee, the two forming an education authority. This authority has to approve the appointment of teachers made by the heads of schools, and concerns itself with buildings, maintenance and the provision of out-of-school facilities.

Finance

The cost of education is borne by the State, with responsibility for expenditure distributed according to the administrative scheme just described. The education allotment in the State budget amounted to 60 milliard roubles in 1952, 62 milliards in 1953 and 67,100 millions in

GLOSSARY

detskij sad: pre-primary school.

fabrično-zavodskaja škola: vocational training school, attached to a factory, for training in the less complex trades.

načal'naja škola: incomplete primary school, or first four classes of a school of higher grade.

nepolnaja srednaja škola: (lit. incomplete secondary school): a school with a course equivalent to primary and lower general secondary schooling.

polnaja srednaja škola: (lit. complete secondary school): a school with a course equivalent to primary and general secondary schooling.

professional'naja škola: vocational training school.

škola rabočej i krestjanskaj moloděži: part-time secondary school for young peasants and workers.

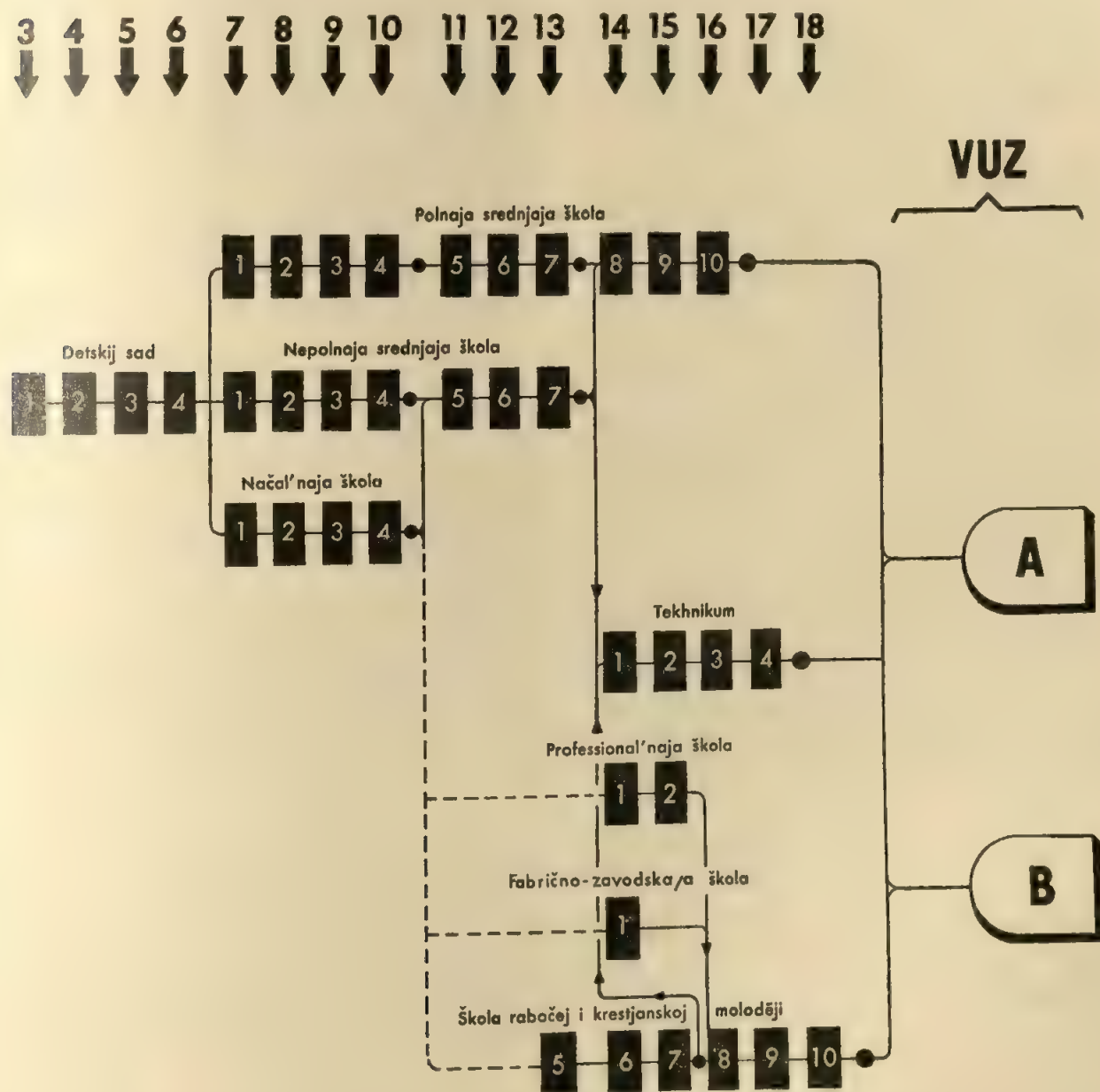
tehnikum: specialized vocational secondary school including teacher training

VUZ (*vyšee učebnoe zavedenie*): ESTABLISHMENTS OF HIGHER EDUCATION

A. *universiteti*: universities.

B. *instituti*: colleges.

DIAGRAM



1954. The total U.S.S.R. State budget for 1952/53, adopted in March 1952, provided for the expenditure of some 477 milliard roubles which included 378 milliards for All-Union and 99 milliards for republican expenditure; the latter item was again divided for central and local authorities, the latter predominating. Each administrative unit thus has its own budget in which education has a place.

ORGANIZATION

Pre-school Education

Centres for the protection of mothers and children, consultation centres and nurseries for children under 3 are run by a wide range of agencies, including factories, and fall under the supervision of the Ministry of Health.

Kindergartens take children between 3 and 7. Responsibility for establishing them is divided between industrial, commercial and other establishments and the education authority. The programme is based on games, storytelling, singing, drawing and modelling, and aims at the all-round development of the children, with special emphasis on a collective spirit. With older children a measure of formal instruction is introduced.

General (Primary and Secondary) Education

On reaching the age of 7 a child has to go to school. The Soviet Union follows a 4-3-3 plan, with three closely integrated forms of school: the four-year primary school, now found chiefly in rural areas; the seven-year or incomplete secondary school; and the 10-year or secondary school. In some Union Republics the total course covers 11 years (4-4-3) to allow for the better teaching of Russian. The medium of instruction throughout is the mother tongue, with Russian introduced in the second class of non-Russian schools.

The primary schools, or corresponding classes in seven-year and 10-year schools, aim to give a good grounding in language and arithmetic, with other subjects, such as natural science, first forming part of language work and later included in the curriculum as separate subjects. Promotion from class to class is based on the pupils' record, but an examination in Russian, arithmetic and the native language takes place after the fourth year.

In classes 5 to 7 (or 8, in some republics), more mathematics and science are taught, and considerable attention is paid to practical work in the laboratory. The full secondary school gives students three further years of education, with the curriculum shown below. At the conclusion of the course a matriculation examination (written and oral) is held in Russian, mathematics, foreign language, physics, chemistry and history.

The total programme for the 10 years may be shown schematically by the table below for the R.F.S.F.R.

The programme will undergo changes during 1953, at any rate for classes 5 to 10, as a result of the fifth five-year plan. An attempt is being made to introduce polytechnic education into the general course, with a view to assuring students of a free choice of occupation when they leave school. Such polytechnic instruction will cover the fundamentals of mechanical and chemical technology, energetics and agriculture, without replacing specialized technical training given in the technicums. How it will affect the already heavily charged programme of general education is not known.

Another trend, which began in 1943, has been the setting up of separate schools for boys and girls. Co-education remains the rule in the small towns and rural areas where numbers are not large enough to warrant separate schools, but elsewhere the seven-year and secondary schools are divided.

Lower Vocational Education

The All-Union Ministry of Labour Reserves, set up in

Subjects	Weekly number of lessons according to classes											Total study hours for entire course
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Total	
Russian language and reading	15	14	15	8	10	8	6	—	—	—	76	2 508
Literature	—	—	—	—	—	—	5 (6)	6	5	6	16 ½	544
Arithmetic	6	7	6	7	7	2	—	—	—	—	35	1 155
Algebra, geometry, trigonometry	—	—	—	—	—	5	6	6	6	6	29	990
Natural science	—	—	—	2 (3)	2	3	2	2	2	—	13 ½	545
History	—	—	—	3	2	3 (2)	2	4	4	4	21 ½	705
Constitution of U.S.S.R.	—	—	—	—	—	—	2	—	—	—	2	66
Geography	—	—	—	3 (2)	3	2 (3)	2 (3)	3	2 (3)	—	16	528
Physics	—	—	—	—	—	2	3	3	3 (2)	4	14 ½	478
Astronomy	—	—	—	—	—	—	—	—	—	1	1	33
Chemistry	—	—	—	—	—	—	—	—	—	—	—	346
Foreign languages	—	—	—	—	4	4	3	4 (3)	3 (2)	4 (3)	10 ½	726
Physical training	1	1	2	2	2	2	2	2	2	2	18	594
Drawing	1	1	1	1	1	1	—	—	—	—	6	198
Mechanical drawing	—	—	—	—	—	—	1	1	1	1	4	132
Singing	1	1	1	1	—	—	—	—	—	—	4	132

Source. Y. N. Medynski, *Public Education in the U.S.S.R.* Moscow. 1950. p. 40, 49.

Note. The school week is six days. Figures in brackets represent second half of year. Since 1949, psychology has been introduced in 9th class, logic in 10th, with somewhat less time given to physics and chemistry.

1946, has the task of training skilled workers for the different branches of the country's economy. It does this through a variety of vocational schools which recruit students between 14 and 16 years of age, with at least a primary school background (progressively being raised to completion of the seven-year school). The commonest types are trades and railway schools, where a two-year course is given in skilled mechanical trades, and the factory schools for less complex skills where the course lasts only a year. All schools have boarding establishments and provide for the students' keep. Practical training is carried out in close touch with relevant industrial undertakings, and the course includes classroom work in general subjects. On completing their training students are directed to work in State enterprises for three years.

Similar vocational education is offered by the apprenticeship system, where young workers learn on the job and attend evening classes.

Secondary Vocational Education

This is provided by the specialized secondary school or technicum, an establishment devoted to a single field (hence termed monotecnical) and designed to produce middle-level specialists for industry, transport, agriculture, medicine and education. The medical schools, for example, train midwives, nurses and doctors' assistants; the teacher-training schools produce primary school teachers. While technicums may be set up and maintained by any government department or public enterprise, the educational supervision is exercised by the Ministry of Education. Courses last for four years and combine practical training with general education. Upon completing the course, students take a State examination; the brightest may then go on directly to higher education; the others are required to work for at least three years in their profession before doing so.

General Education for Young Workers

Schools similar to the seven-year and secondary general schools are organized for young industrial and agricultural workers who have completed only the primary or the seven-year course. Programmes are identical to those already described, and timetables are arranged to suit work shifts. The majority of these schools make use of the premises of other schools, but an effort is being made to provide separate buildings and amenities. The students take the usual public examinations on completing their courses, and are then eligible to continue to higher education.

Higher Education

The general term adopted for establishments of higher education is VUZ (*Vyše učebnoe zavednie*). There are two basic types of VUZ, the university and the institute.

The universities aim to train scientific workers in the principal theoretical subjects, with a view to research or to teaching in secondary schools or higher establishments. Each of the Union Republics has at least one university, and with 11 in the R.S.F.S.R., 7 in the Ukraine and 2 each in Lithuania and Uzbekistan, the total (for 1952)

amounted to 34. The universities are divided into faculties, five to eight being the rule; in Moscow University there are 12. The most numerous faculties are physics, mathematics, philology, history, geography, biology and chemistry. The course of study lasts five years.

Institutes teach special subjects, and produce high-level specialists in these particular fields. The courses vary between four and six years. The institutes are also divided into faculties (three to eight); a medical institute may comprise curative medicine, pediatrics, pharmacy, public health; a technological institute may have faculties for machine construction, textiles, energetics, food industry. However, while many of the technical VUZ are polytechnical and cover a variety of fields in their faculties, the majority are more highly specialized, for mechanics, mining, transport, and so on.

The All-Union Ministry of Culture is directly responsible for all VUZ of a general educational character and for those performing nation-wide services. Other ministries and industrial and agricultural trusts maintain institutes, but are subordinate, in educational matters such as curricula, syllabuses and construction plans, to the Ministry of Culture.

The administrative head of a university is the rector, that of an institute, a director; a deputy head takes charge of the teaching and scientific aspects of the work. Appointments to these senior posts are made by the Ministry of Culture. The faculty head is a dean. Each VUZ has an academic council composed of the deans, senior professors and representatives of the social organization of the VUZ. The staff members comprise professors and docents (who must, as a rule, have the doctor's or master's degree respectively before appointment), lecturers and assistants. In 1950, some 6 per cent of professors and 25 per cent of lecturers in the U.S.S.R. were women.

Students are accepted between the ages of 17 and 35 if they have completed a secondary (general or technicum) course. Because a considerable number of students come from part-time schools, the average age tends to be higher than in other countries. Entrance is by competitive examination except for those who have passed the matriculation with distinction. Internal examinations are held each year to determine promotion, and at the end of the course students take a State examination which confers the first degree, the *diplom*. Those with special ability may continue their studies and research work for three more years to acquire the degree of candidate of science, the first post-graduate degree. (The number of institutes of scientific research had increased from 1,560 in 1939 to 2,900 by the beginning of 1952.) Students making satisfactory progress receive State grants and, if necessary, free board and lodging.

The course of instruction in every faculty is approved by the All-Union Ministry of Culture. Curricula are divided into three sections: social political (Marxism-Leninism), 6 to 8 per cent; general theoretical subjects (including a foreign language), 25 to 30 per cent; and special subjects, about 62 to 70 per cent of the time. A large amount of time is devoted to practical productive work related to the speciality of the VUZ.

Special Education

Special schools form part of the public system of education. They include special boarding schools and day schools for the blind, deaf mutes and mentally backward, resembling the schools of general education but with a practical bias.

Orphanages or children's homes are maintained by the State. Separate establishments take children under and over 7 years of age; the latter group attend the local school.

ADULT EDUCATION

Adult illiteracy has been eliminated in all the Union Republics. Provision is made on a wide scale to enable young people and adults to continue their general or vocational education and to acquire better qualifications. Apart from the schools for young industrial and agricultural workers (mentioned above as part of the formal school system) there are evening classes and correspondence courses organized at secondary and higher levels.

In the broadest sense, adult education is a State responsibility: 'Cultural-educational work among adults aims to give them a communist education, to enlighten the masses, to arm them with the advanced scientific knowledge needed to build socialism'; accordingly the government encourages and supports institutions active in this field. The most numerous are the clubhouses associated with enterprises and trade unions; libraries and museums represent another important group. In 1954, expenditure on all social and cultural services in the U.S.S.R. amounted to 141,300 million roubles. The customary educational activities—lectures and discussion groups—are supplied with speakers and material by a variety of agencies; indeed, all the media which form opinion in the country, the press, radio and film, as well as the political unit of the soviet contribute directly to the purposes of adult education.

STATUS AND EDUCATION OF TEACHERS

Three types of institution train teachers for the several levels of the school. The teacher-training school is a technicum, recruiting students who have completed the seven-year school. The four-year curriculum comprises general subjects at a level similar to the level of subjects taught in the upper classes of a secondary school; in addition, students receive a grounding in the theory of education, methods for teaching special subjects and practical classroom work. On passing a final State examination, students are eligible to teach in the primary school.

The teacher-training college is a post-secondary institution open to matriculants or to graduates of the teacher-training school who have served three years in their profession. The course lasts two years, with separate streams for philological, mathematical and general science subjects. Graduates are eligible to teach classes 5 to 7.

Finally the institute of education and the university provide training for teachers of the top secondary classes. The institutes resemble other VUZ in their structure and administration, and the course lasts four years.

In general, these establishments have a corresponding

practice school attached to them. All are subordinate to the Ministry of Education.

The introduction of universal secondary and polytechnical education has confronted the school with new tasks which demand a much higher standard of knowledge for the instructing personnel. This has made it necessary to raise the general level of professional training and adjustments are being made both in the curricula and the entrance requirements of all types of teacher-training institutions. The teacher-training schools, for example, now tend to recruit students who have completed the full 10 years of primary and secondary education rather than the seven years previously required; the course of the teacher-training college is being increased from two to four years; the institutes of education are enlarging their curricula to include such technical courses as electrical, radio and power engineering, industrial chemistry, modern production methods, etc. Finally, the required minimum of student teaching practice has been increased from 12 to 17 weeks.

Teachers are appointed by local, regional or republican authorities, depending on the post. Salary scales are based on the post, qualifications and length of service. Three unions—for pre-school, primary and secondary, and higher education, respectively—group all teachers and provide a wide range of cultural and social services for the members. In general, the calling of teacher is highly esteemed throughout the Soviet Union.

SCHOOL WELFARE SERVICES

The schools carry on their work in close contact with parents, and extra-curricular activities by the pupils receive much support and recognition from the community and the authorities. The two youth groups (Young Pioneer Organization for the 9-14 age-group, and Young Communist League for the over 14's) have detachments or branches in every school. Apart from their out-of-school programme, which includes camping, entertainments, games, the members assist materially in the work of school organization—they help to equip their schools, campaign for better attendance, and so on. As an extension of classroom learning, especially in higher classes, circles or clubs are formed to pursue more scientific interests.

The public authorities support these movements by setting up establishments which complement the work of the school. These include children's centres, parks and camps, libraries, theatres and publishing houses.

School health services form part of the organization of education. Medical work is integrated with health teaching in the classroom and the more informal learning that takes place in the pupils' clubs and youth organizations.

TRENDS AND PROBLEMS

The most important of these have been touched on in the course of the chapter. The Soviet Union is planning to implement compulsory 10-year education for all by 1960 and this gives rise to a series of problems. School buildings are already overcrowded, in spite of the fact that 25,000

new buildings both in urban and rural areas, have been built since the war. This overcrowding is the result both of the heavy damage caused by the war (82,000 schools and 334 higher educational establishments had been destroyed) and increased enrolment since the war. To accommodate the additional children in classes 8 to 10 will require strenuous effort. A similar problem is posed by the supply of teachers (enrolment in teacher-training institutions in 1951-55 as compared with the period 1946-50 has already shown an increase of 45 per cent in the R.S.F.S.R., 60 per cent in Estonia, 90 per cent in Latvia and 130 per cent in Lithuania). The curriculum, too, will have to be changed: the seven-year school course has hitherto been terminal in nature, with an overburdened programme in

the upper classes; when all pupils have 10 years of schooling, some of the subject matter can be dealt with at more leisure. The introduction of polytechnical education in the general secondary schools may make extra demands on the curriculum for classes 8-10. The teaching of scientific subjects is being examined to see how it can be made more practical; how physics, for example, can serve as a basis for mechanics and a practical knowledge of machines.

Both teaching methods and the content of syllabuses have been affected in recent years by more specialized contributions to science. Lysenko's work in biology, the re-examination of Pavlov's work in physiology, and especially Stalin's analysis of linguistics have had far-reaching effects on the schools.

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I. PRIMARY, SECONDARY AND VOCATIONAL EDUCATION, 1939, 1950

Level of education and type of school	Institutions		Teachers ¹	Students	
	1939	1950	1950	1939	1950
Pre-school					
Kindergartens	23 123	25 000	...	1 039 000	3 500 000
General					
Primary schools	110 220	3 220 000	1 500 000	20 471 000	3 36 000 000
7-year schools	55 058			9 715 000	
Secondary schools ²	...	4 ...	...	1 870 000	1 250 000
Schools for young industrial and agricultural workers	...			...
Lower vocational					
Vocational schools ³	—	...	...	—	?
Secondary vocational					
Technicums	...	3 543	...	945 030	1 384 000

Sources. *Pravda*, other official sources.

1. In 1941 there were 1,223,000 teachers in the U.S.S.R. at all levels of education.
2. In grades 8-10 there were 2,280,000 students in 1952 and 3,587,000 in 1953. It is estimated that the figures for 1950 will have been quadrupled by the end of 1955.
3. 1951. In the school year 1953/54, 2,585 new schools were opened, including 1,158 in the villages.
4. In 1946/47 there were 5,000 schools for young peasants with

- 200,000 pupils and 2,001 evening secondary schools for young workers with 374,770 pupils.
5. 500,000 workers and 750,000 agricultural workers.
6. Begun in 1940.
7. Between 1941 and 1949 educated more than 4.5 million workers. The annual intake (1947/48) estimated at 800,000.
8. 1,475,000 students (including correspondence students) in 1952 and 1,644,000 in 1953.

2. HIGHER EDUCATIONAL INSTITUTIONS (VUZ) 1939, 1949

Level of education and type of school	Number of institutions		Number of students	
	1939/40 ¹	1949	1939/40 ¹	1949 ²
All institutions³	750	837	619 900	774 478
Universities⁴	...	32	...	87 836
Institutes⁵	...	805	...	686 642
Technical institutes	...	167	...	239 310
Agricultural, zoological and veterinary	...	90	...	78 652
Economics and law	...	32	...	37 964
Institutes of education ¹⁰	...	379	...	212 001
Medicine	...	72	...	99 850
History of art	...	51	...	13 119
Physical culture	...	14	...	5 746

Source. *Bol'shaja Sovetskaja Enciklopedija*. Moskva. 1950.

1. Four new republics were added after 1939 and the Karelo-Finnish Republic was separated from R.S.F.S.R.
2. Total number of students of higher education (including 407,000 correspondence students) was 1,247,000 in 1950, 1,442,000 in 1952 and 1,562,000 in 1953. In 1951 there were 21,000 postgraduate students.
3. 91 institutions have evening study sections.
4. 880 in 1950, 887 in 1952.
5. In 1952, 221,000 students graduated from VUZ including 80,000 engineers, 70,000 teachers and 14,000 agronomists.
6. There is at least one university in each Republic.
7. 34 in 1951.
8. In addition to the institutes counted there are a Higher Party School in Moscow and Higher Trade Union Movement Schools in Moscow and Leningrad. Each of these has a high entrance standard.
9. In 1950, 188 institutes with 321,400 students. For details see following table.
10. Including two evening institutes and the teachers' training colleges.

3. HIGHER TECHNICAL EDUCATION (VTUZ) TECHNICAL INSTITUTES, 15 SEPTEMBER 1950

Type of technical institute	No. of institutes	No. of students
Total	188	321 400
Industrial, building and mechanical engineering ^{2 3 4}	77	140 100
Transport and communications ⁵	23	30 300
Agriculture	23	25 800
Electrical industries ^{6 7 8}	8	17 400
Chemical technology ^{9 10}	20	25 500
Mining ¹¹	21	34 900
Engineering economics	3	4 300
Evening VTUZ	3	2 400
Correspondence VTUZ	10	40 700

Source. *Bol'shaja Sovetskaja Enciklopedija*. Moskva. 1950.

1. VTUZ provide specialist training in 176 different subjects.
2. More than 50 VTUZ and faculties exist for the training of mechanical engineers in the various branches of machine construction.
3. 36 VTUZ and faculties provide training for building and transport engineers.
4. Includes shipbuilding training.
5. Includes hydrometeorology.
6. More than 40 VTUZ and faculties train electrical engineers, electrical mechanics, and radio engineers.
7. Includes some transport engineering.
8. Includes cinema engineering.
9. There are 40 VTUZ and faculties for training chemical engineers.
10. Includes food technology.
11. Mining training is obtainable from 32 VTUZ in all.

4. HIGHER EDUCATION INSTITUTIONS (VUZ) BY REPUBLICS, 1939/40 AND 15 SEPT. 1949

Republic	No. of institutions		No. of universities ¹ 1949	No. of students		Republic	No. of institutions		No. of universities ¹ 1949	No. of students	
	1939/40	1949		1939/40	1949		1939/40	1949		1939/40	1949
Total for USSR.	750	837	32	619 900	774 478						
R.S.F.S.R.	470	480	11	400 000	474 795	Tadzhikistan	7	9	1	2 200	4 247
Ukraine ⁴	148	159	7	126 700	137 160	Kazakhstan	19	23	1	8 400	18 117
Belorussia ⁴	22	28	1	15 400	17 870	Kirghizstan	5	7	—	2 000	5 257
Azerbaijan	14	19	1	12 500	17 361	Latvia ⁷	...	9	1	...	10 063
Georgia	21	19	1	22 700	24 745	Estonia ⁷	...	11	2	...	9 625
Armenia	9	14	1	7 400	10 124	Lithuania ⁷	...	8	1	...	6 801
Turkmenistan	6	6	—	2 600	3 390	Karelia ⁸	...	2	1	...	914
Uzbekistan	29	35	2	20 000	29 281	Moldavia ⁷	...	8	1	...	4 728

Source. *Boľšaja Sovetskaja Enciklopedija*, Moskva, 1950.

1. Included in total number of institutions in previous column.
2. Located in 200 towns.
3. In 1949 provided correspondence courses for 346,000 students in addition to normal courses.
4. Western parts added since 1939.

5. A university was established in 1950.
6. A university was established in 1951.
7. Added to U.S.S.R. since 1939.
8. In 1939 included in R.S.F.S.R.

U. S. S. R.

Russian Soviet Federative Socialist Republic

Population: 109 million (1939 census); 114 million (1950 estimate).
Area: 16,922,000 square kilometres; 6,534,000 square miles.
Population density: 6.5 per square kilometre; 17 per square mile.

Sources. *Pravda*, other official sources.

The Russian Republic is the largest and the most populous of the Union Republics. Within its confines are to be found the majority of the Autonomous Republics and a number of the regions and areas populated by distinct nationalities. It occupies 76 per cent of the area of the U.S.S.R.

While each Autonomous Republic has a Ministry of Education, and departments of education function in regions and areas, the R.S.F.S.R. Ministry of Education exercises control over all establishments of general and teacher education and co-ordinates the activities of specialized secondary and higher institutions.

War damage was very heavy in the R.S.F.S.R. and the first post-war five-year plan (1946-50) was devoted mainly to reconstruction. By the end of the period losses had been made good, but overcrowding in schools remained a problem. The fifth five-year plan (1951-55) calls for an extension of compulsory education, implying for the Republic an increase of 4,000 new secondary schools and the quadrupling of enrolment in grades 8 to 10. The building project will help to put an end to the double-shift system in Moscow and some other urban centres.

Recent directives (1951-52) from the Ministry of Education outline some of the Republic's main preoccupations. A curriculum commission of 53 persons was set

up in 1952 to re-examine the school programme for all classes, and certain changes have already been made in the primary school: teaching of geography, history and natural science, hitherto begun in the fourth class, is postponed or introduced at a slower rate. There is renewed emphasis on health education and practical work, and language teaching becomes more systematic.

The provision of seven-year schooling for rural areas has increased the need for boarding establishments and school transport services. For some regions, such as Siberia, the effective enrolment of all children of school age and the extent of retardation within the school are regarded as unsatisfactory.

STATISTICS

Kindergartens. Enrolment in 1951 was reported as 1 million children.

General education. In 1950 there were 120,000 schools with 20,600,000 students for general and vocational education. The total teaching strength was 760,000.

The rapidity of the increase in the higher grades is

indicated by an increase of 880,000 students in classes 5 to 10 in 1952, of which 560,000 represented increases in the enrolment of the three highest grades i.e. in the top grades of the full secondary schools.

In 1952, 2,704 young workers' schools provided education for urban and 200,000 rural children in addition to giving correspondence education to 60,000 adults.

Senior vocational. In 1952, 910,000 students (including correspondence students) were enrolled in technicums. A large proportion of these students may be presumed to have been primary teachers in training as, in 1950, 200 technicums were providing training for 300,000 teachers (including instruction by correspondence).

There was a 50 per cent increase in technicum enrolments from 1939, when 605,300 students were enrolled in 2,346 technicums.

U. S. S. R.

Ukrainian S.S.R.

Population: 38,500,000 (1940 estimate).

Area: 576,600 square kilometres; 225,000 square miles.

Population density: 67 per square kilometre; 171 per square mile.

The Ukraine, lying in the southwest corner of the U.S.S.R., was extended by the annexation of the western provinces at the end of the war. School buildings were extensively damaged during the war period and, as in R.S.F.S.R., the fourth five-year plan was directed mainly to reconstruction in education and the fifth to the extension of secondary schooling.

VUZ. In 1950 there were 502 VUZ with 800,000 internal and correspondence students (an increase from 400 VUZ with 400,000 students in 1939) and the enrolment increased to 922,000 in 1952. Every year, more than 60,000 graduates from the institutes of education take secondary education teaching posts.

Finance. The 1952-53 budget for the Republic amounted to 54,716 million roubles, 37,764 million roubles from the Republican Government sources and 16,952 millions from local funds. Approximately 33 per cent of the total budget was allocated to education (18,300 million roubles) and specified major items of expenditure were:

General education, 11,835 million roubles;

Technicums, VUZ, 2,681 million roubles;

Kindergartens, homes, 3,410 million roubles.

Total republican budget (1952-53): 17,538 million roubles.
Expenditure per pupil: 170 roubles per year.

In 1953 the seven-year compulsory school was achieved throughout the Republic, both in the towns and the villages. The same year also saw the introduction, in 35 large towns of the complete 10 year primary and secondary school.

1. PUBLIC EXPENDITURE, 1952/53 (million roubles)

	Revenue	Expenditure
Total budget 1952/53	17 538	17 538
Republic	13 512	5 629
Local	4 026	11 909

Note. 14,000 million roubles were spent on education in the first post-war 5-year plan. The Ministry of Education budget amounted to 7,000 million roubles in 1953. This sum does not include expenditure devoted to educational purposes by other ministries (Ministry of Railways, Ministry of Culture, etc.).

2. SUMMARY OF SCHOOL STATISTICS, 1954

Level of education and type of school	Insti- tutions 1954	Enrolment (in thousands)		
		1948	1952	1954
Pre-school				
Kindergartens	3 369	...	152	182
General				
Primary schools (4 years)	1 31 000	4 546	4 093	4 600
Incomplete secondary schools (7-year)				
Complete secondary schools (10 years)				
Evening schools for young workers	4 823	223	290	...
Vocational				
Technicums	6 634	191	211	7 ...
Higher				
VUZ	1 147	132	165	7 ...

Source. *Pravda Ukraini*, various dates, and other official sources (in particular the report presented to the Seventeenth International Conference on Public Education by the Ministry of Education, Kiev.

1. Approximate total including 11,958 incomplete secondary schools, 5,278 complete secondary schools (1953) and 13,795 rural schools (1954). Teaching staff, numbering at least 300,000 is mainly composed of women teachers; about half have received higher education or are graduates of teacher-training schools.
2. 80,000 completed seventh grade in 1952.
3. Including 2,422,500 in 7-year schools and 2,916,600 in 10-year schools.
4. 16,000 matriculated from the tenth grade in 1952.
5. Including 1,147 schools for young workers and 3,676 schools for young peasants.
6. There were 27 VUZ and 33 technicums providing training for 33,824 student teachers in 1951. In addition 39,440 were receiving correspondence teacher training. 17,000 teachers graduated in 1951. In 1954 there were 79 teacher-training schools with 39,639 students and 43 teacher-training colleges and institutes of education with 83,869 students.
7. 565,000 students in technicums and VUZ in 1954.
8. Including 55,000 correspondence students.
9. In 1952 there were 62,000 first-year and 40,000 postgraduate students in scientific research institutes (which numbered 475 in 1954).

U. S. S. R. Bielorussian S.S.R.

Population: 5,570,000 (1939) + 4,800,000 incorporated with western Bielorrussia (late 1939).

Area: 207,600 square kilometres; 81,090 square miles.

Population density: 50 per square kilometre; 128 per square mile.

Bielorussia lies between the Ukraine and R.S.F.S.R. It was considerably increased in size and population by the incorporation of western Bielorrussia at the end of 1939.

Much of the educational system built up before 1941 was wrecked during the war (6,808 primary and secondary schools were completely destroyed) and a fresh start had to be made under the fourth five-year plan (1946-50). By 1951 compulsory seven-year schooling had been accomplished, the essential educational services provided for the western region and the final remnants of adult illiteracy stamped out. The government is now taking steps to ensure the establishment, by the end of 1955, of compulsory secondary education (10 years) in all the regional centres and larger industrial towns. The accomplishment

of universal secondary education throughout the Republic is envisaged by 1960. This programme is already taking effect; in 1953/54 as many as 63 per cent of the pupils who completed their seventh year of education proceeded to the eighth grade of the complete secondary school and a further 20 per cent enrolled in the technicums.

As elsewhere in the U.S.S.R. there is continued effort directed to the training of teachers and the development of extra-school establishments, method bureaux, and refresher courses which are proving to be effective in the improvement of the standards of teaching.

In 1954 expenditure on education amounted to 1,826,467,000 roubles, representing 42.4 per cent of the total budget of the Republic.

SUMMARY OF SCHOOL STATISTICS, 1949, 1951

Level of education and type of school	Institutions		Students	
	1949	1951	1949	1951
Pre-school				
Kindergartens ¹	...	...	...	...
General				
Primary	8 536	11 663	1 489 800	1 500 000
Seven-year	2 681			
Secondary	605			
Young workers' schools	210			
Young peasants' schools	707		27 400	
			23 500	
Vocational				
Lower	95	...	15 667	...
Higher (technicums)	110	...	36 136	...
Higher				
VUZ	28	31	17 844	38 000

Sources. *Bol'shaja Sovetskaja Enciklopedija*, Moskva, 1950. *Sovetskaja Belorussija*, 22 September 1952. Other official sources.

1. In 1949 there were 297 kindergartens for orphans.
2. In addition 2 sanatoria and 11 boarding schools for blind, deaf and dumb.
3. In addition 4 correspondence secondary schools with enrolment 1,580.
4. Including 2,942 7-year schools, 913 secondary, 232 (urban) and 870 (rural) schools for working youth.
5. Employing 67,420 teachers.
6. 28 7-year and 182 secondary.

7. 249 primary and 458 7-year.
8. Including 29 trade schools (6,556 students), 8 railway trade schools (2,097) and 58 factory work schools (6,921).
9. Including 28 teacher-training schools, enrolment 9,008.
10. Including 16 pedagogic institutes, enrolment 6,523.
11. Including evening classes.
12. Including 13,000 correspondence students.

U. S. S. R.

Azerbaijan S.S.R.

Population: 3,210,000 (1939).

Area: 85,700 square kilometres; 33,460 square miles.

Population density: 37 per square kilometre; 96 per square mile.

This Republic lies in the south of the Caucasus area, the Caspian sea forming its eastern boundary.

In Azerbaijan compulsory seven-year schooling was introduced in the 1951/52 school year. Four main languages are used in the schools of the Republic: Azerbaijan, Russian, Armenian and Georgian. An additional year has been added to the general school course, giving the secondary school 11 classes.

Among the problems which confront compulsory educa-

tion are wastage and retardation of pupils and lack of buildings. During 1952 some 30,000 children dropped out from the schools and 13 per cent of all pupils failed to be promoted. The progress made in extending education may be indicated by the fact that in 1951 and 1952, 158 primary schools were converted into seven-year schools, and 116 of the latter type into secondary schools. However, building has not kept pace with the expansion, and many schools are working three shifts.

SUMMARY OF SCHOOL STATISTICS, 1949, 1951

Level of education and type of school	Institutions		Teachers	Students	
	1949	1951	1952	1949	1951
Pre-school					
Kindergartens ¹	...	...	...	...	...
General					
Primary	3 475	3 122	26 433	583 100	626 160
Seven-year					
Secondary		456			25 380
Young workers' schools					
Vocational					
Technicums	4 80	...	...	...	...
Higher					
VUZ	6 19	...	...	29 000	...

Sources. *Bol'shaja Sovetskaja Enciklopedija*. Moskva. 1950. *Bakinskij Robočij*, 19 August 1952 and 24 September 1952.

1. An enrolment of 50,000 was expected in 1950.
2. In 1951, 8,500 graduated from 10th class, 2,000 from young workers' and peasants' schools and 40,000 from 7-year schools.
3. Including 4,965 with higher education; 12,000 of the total were women.

4. Teacher training in 1952 was given in 18 teacher-training schools and 10 institutes. There were 7,500 teachers in training in 1948 and 3,260 teachers of all types graduated in 1952.
5. Including 1 university and 10 teachers' institutes.

U. S. S. R. Georgian S.S.R.

Population: 3,542,300 (1939).

Area: 76,200 square kilometres; 29,421 square miles.

Population density: 46 per square kilometre ; 120 per square mile.

Georgia occupies the whole of the western part of the Irano-Caucasian area.

The general secondary school was changed in 1946/47 to an 11-year course, with a corresponding increase of the incomplete secondary course to eight years. In addition to general subjects, the schools of the national republics also teach the native language and literature and the history and geography of the Republic. These subjects had been studied in Georgia by shortening the number of hours devoted to general subjects, such as Russian,

mathematics, sciences and foreign languages. The introduction of the 11-year course has made it possible for schools to maintain the same level as obtains in the R.S.F.S.R.

The problems encountered in the Georgian Republic are largely material. Shortage of buildings has led to double or even treble shifts: in 1952 some 245,000 children were taught in a second shift, 5,505 in a third. A serious effort is also being made to raise the quality of teaching, especially in rural areas.

SUMMARY OF SCHOOL STATISTICS, 1949, 1951

Level of education and type of school	Institutions		Teachers		Students
	1949	1951	1949	1951	1949
Pre-school					
Kindergartens	519	...	200	...	24 000
General					
Primary	2 267	} 4 275			
Eight-year	1 310		40 000	¹ 44 537	723 000
Secondary	697				
Young workers' and peasants' schools	² 591	...	26 000	...	...
Vocational³					
Technicums	⁴ 118	...	...	...	...
Higher					
VUZ ⁵	19	20	3 000	...	⁶ 33 000

Sources. *Bol'shaja Sovetskaja Enciklopedija*, Moskva. 1950. *Zarja Vostoka*, Tbilisi, 17 September 1952.

1. Including 14,200 teachers with higher education.
2. Including 35 schools for adults, enrolment unknown.
3. In 1949, 31 teacher-training schools had an enrolment of 5,400, and 7 teacher-training colleges and 2 institutes of education had an enrolment of 2,600.

4. Including 31 teacher training, 23 medical and 30 agricultural.
5. Including correspondence students.
6. 38,000 in 1951.

U. S. S. R.

Armenian S.S.R.

Population: 1,281,600 (1939).

Area: 29,800 square kilometres; 11,640 square miles.

Population density: 43 per square kilometre; 110 per square mile.

The Armenian S.S.R. is situated in the south of Transcaucasia, bounded on the north by Georgia, on the east by Azerbaijan and on the southwest and southeast by Turkey and Iran.

In the postwar years special schools were provided for young adults who had been unable to attend school during the war; 265 such schools were operating in 1947 with 21,000 pupils. As with other republics a large proportion of each postwar budget has been allotted to education. In 1949, educational expenditure represented 44.5 per cent of the budget.

SUMMARY OF SCHOOL STATISTICS, 1948

Level of education and type of school	Institutions	Teachers	Students
Kindergartens	218		¹ ...
General schools	1 193	² 13 500	302 000
Young workers' and peasants' schools	447	...	13 800
Technicums	50	...	...
VUZ	³ 15	...	³ 13 156

Source. *Bol'shaja Sovetskaja Enciklopedija*, Moskva. 1950.

1. Taken together, 567 children's homes and the kindergartens enrolled 38,000 children.
2. 10,000 in rural areas.
3. Including one correspondence VUZ with 3,032 students.

U . S . S . R . Turkmen S.S.R.

Population: 1,254,000 (1939).
Area: 484,800 square kilometres; 187,200 square miles.

The Turkmen S.S.R. is bounded by the southeastern coast of the Caspian Sea and has common boundaries with Afghanistan and Iran.

Up to the 1951/52 school year the main objective was to generalize seven-year compulsory schooling. Problems of enforcing attendance and of promotion within the school (some 14 per cent of children having failed in 1951/52) still remain. The Republic is now engaged on implementing the fifth five-year plan.

Higher education has been stimulated with the founda-

Population density: 2.6 per square kilometre; 6.3 per square mile.

tion of the Turkmen State University and of the Turkmen Academy of Science (founded as a branch of the U.S.S.R. Academy in 1941, converted to an independent academy in 1952). In 1952, 489 specialists graduated from the State University, of whom 154 were of Turkmen nationality.

During the period 1950 to 1952, over 4,700 student teachers completed training, thus helping to raise the standards of teaching. At the end of 1952 all teachers were trained.

1. SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Institutions	Students
General		
Primary	1 104	232 000
Seven-year	120	
Secondary		
Vocational		
Technicums	30	
Higher		
VUZ	6	

Note. During 1950-52 teachers completed training as follows: from institutes of education, 480; from teacher-training colleges, 924; from teacher-training schools, 1,429; from correspondence courses, 1,909.

2. PUBLIC EXPENDITURE, 1951/52 (million roubles)

	Revenue	Expenditure
Total budget	983	983
Republic	874	474
Local	109	509

Sources. *Turkmenskaja Iskra*, 26 September 1952; *Pravda*, 11 October 1952.

Note. Of this total, 256 million roubles were devoted to education.

U . S . S . R . Uzbek S.S.R.

Population (1939): 6,282,000.
Area: 407,500 square kilometres; 157,300 square miles.
Population density: 16 per square kilometre; 40 per square mile.

Uzbek S.S.R. lies to the north of Afghanistan and borders the Turkmen S.S.R.

The implications of the fifth five-year plan are that by

Sources. *Pravda Vostoka*, 23 September 1952, and other official sources.

1955 the 10-year school will be made compulsory in the main towns, while in rural areas the seven-year course will be enforced and provisions for the upper three classes

extended. To do this will require at least 4,000 new teachers with higher education. Certain problems are noteworthy in rural education: school standards are not high enough to enable rural students to compete equally with town pupils for admission to VUZ; and graduates from the VUZ tend to take up work in towns although the countryside is suffering from an acute shortage of specialists.

During 1951/52 there were 1,268,000 children attending school (with 38,567 teachers in 1949). Technicums included 19 pedagogical schools, and of the 36 VUZ, 6 were pedago-

gical institutes and 10 teachers' institutes. Considerable effort is being directed towards the training of teachers and, to help in raising the qualifications of practising teachers, 5 advanced and 7 correspondence institutions have been established.

The enrolment at the 36 VUZ (including two universities) in 1952 was over 35,000 of whom 13,200 were native Uzbeks. In 1951/52, 7,000 students graduated from the VUZ.

In 1954 expenditure on education amounted to 43 per cent of the total budget of the Republic.

U. S. S. R.

Tadzhik S.S.R.

Population (1939): 1,485,090.

Area: 142,600 square kilometres; 55,040 square miles.

Population density: 10 per square kilometre; 26 per square mile.

Tadzhik S.S.R. borders Afghanistan, Northern Tibet and Sinkiang.

The period 1948-52 was one of considerable expansion in secondary and higher education, yet the number of trained specialists of Tadzhik nationality is still not regarded as adequate for the Republic's needs.

In 1951 the Tadzhik branch of the U.S.S.R. Academy of Sciences was transformed into an independent insti-

Sources. *Boľšaja Sovetskaja Enciklopedija*, 1948, and *Kommunist Tadžikistana*, 23 May 1952.

tution. By 1952 the academy had 17 research and teaching institutions attached to it, staffed by 174 scientists, of whom 60 per cent were Tadzhiks.

There were, in 1945, 3,051 schools with 294,000 pupils. In 1952 there were 15,000 teachers. In the same year there were 9 VUZ and 33 specialized teaching establishments (presumably technicums).

U. S. S. R.

Kazakh S.S.R.

Population (1939): 6,146,000.

Area: 2,754,000 square kilometres; 1,063,000 square miles.

Population density: 2.2 per square kilometre; 5.6 per square mile.

Kazakh S.S.R. is the largest republic excepting the R.S.F.S.R. It occupies a large part of central Asia west of Sinkiang.

It was noted in 1952 that the preceding four-year period had seen considerable expansion at the higher education level. A particular effort had been made to produce reading material, both Marxist-Leninist sources and school text-

books, in the Kazakh language. However, general school conditions were not satisfactory, the main problems being shortage of qualified teachers, the number of children of school age still not enrolled and a lack of textbooks.

In 1948 the Republic had nearly 1 million students in 8,305 primary, seven-year and secondary schools, with 44,000 teachers. An effort to cope with the problem of

Sources. *Kazakhstanskaja Pravda*, various issues during 1952, and other official sources.

distances in the territory is indicated by the existence of 517 boarding schools accommodating 22,000 pupils. Evening and correspondence schools provided education for 2,340 adults, more than half of whom were studying

at the 7-10 class level. In 1948 there were 97 technicums. From 1939 to 1952 the enrolments at VUZ increased sixfold and the annual number of graduates fourfold. There were 23 VUZ in 1948.

U. S. S. R. Kirghiz S.S.R.

Population (1939): 1,459,300.

Area: 196,900 square kilometres; 76,000 square miles.

Population density: 13 per square kilometre; 19 per square mile.

Kirghiz S.S.R. lies between Kazakh S.S.R. and Sinkiang on the border of the Tadzhik Republic.

During the period 1949-52 the Republic extended seven-year schooling, and practically achieved compulsory attendance. To deal with the problem of rural pupils, some 62 school hostels accommodating 3,000 pupils were built; these are designed particularly for pupils in the upper secondary classes.

Source. *Sovetskaja Kirghizija*. 21 September 1952.

By the 1952 school year complete sets of textbooks in the Kirghiz language were available for classes 1 to 7.

In 1951/52 there were 1,627 general schools with 315,000 pupils and 16,500 teachers. Technical and higher education was provided for 20,000 students in 26 technicums and 10 VUZ.

U. S. S. R. Latvian S.S.R.

Population: 1,950,000 (1940).

Area: 64,500 square kilometres; 25,200 square miles.

Population density: 30 per square kilometre; 81 per square mile.

Latvia lies on the Baltic sea between Lithuania and Estonia.

Education is compulsory to the end of the seven-year school and secondary education is compulsory in the six largest cities. The postwar five-year plans have aimed at the expansion of facilities for secondary and higher

education. Teacher training has been stepped up; 3,553 teachers graduated between the end of the war and 1951 and 1,500 were expected to graduate in 1952.

The 1951/52 education budget included 472 million roubles from republican funds.

SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Students	Level of education and type of school	Institutions	Students
General			Vocational		
Primary	{ 1 260	1 297 000	Technicums	66	17 876
Seven-year			Higher		
Secondary			VUZ	10	2 14 000
Young workers' and evening schools	67	11 150			

Source. *Year Book of Education*. London, 1952.

1. Probably includes technicums and young workers' and evening schools.
2. 16,700 graduated from the end of the war to 1951.

U. S. S. R. Estonian S.S.R.

Population: 1,117,000 (1940).

Area: 47,549 square kilometres; 18,353 square miles.

Population density: 23 per square kilometre; 60 per square mile

Estonia lies on the Baltic Sea between Latvia and Finland.

General education is compulsory to the end of the seven-year school and it is hoped to provide secondary education for all urban children by 1955. Higher education facilities are being expanded: two new VUZ were opened in 1951/52.

There is much concern at the rate of educational development in Estonia. School building is not fast enough to meet the needs, and the training of teachers (more than 4,000 of whom have no special training) is inadequate. The shortage of higher educated personnel is reflected in the estimate that only 23 per cent of scientific workers have university degrees.

The sum of 325 million roubles (55 per cent of the Republic budget) was devoted to education in 1951.

SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Students
General			
Primary	{ 1 061	{ 8 306	{ 1 150 000
Seven-year			
Secondary			
Young workers and rural workers	80		7 500
Vocational			
Technicums	34	...	...
Higher			
VUZ	2 8	...	7 000

Sources. *Year Book of Education*. London, 1952. *Sovetskaja Estonija* 17 September 1952.

1. Including 370 boarding schools with 15,000 children.
2. In addition 8 correspondence centres and 2 schools for adults, enrolment 2,000.
3. Including 2 teachers' institutes with 2,000 students.

U. S. S. R. Lithuanian S.S.R.

Population: 2,879,070 (1940).
Area: 65,200 square kilometres; 25,500 square miles.

Lithuania lies on the Baltic Sea between Latvia and Poland.

Education is compulsory to the end of the seven-year school. Between 1949 and 1952 there has been a wide development in the fields of secondary and higher education and in schools for adults and for workers and peasant youth. The level of training of teachers has been raised. The secondary school has been extended to the eleventh year. In the three-year period, 14,000 students graduated from VUZ; some of these were among the 4,000 teachers trained (1,300 graduated in 1951). The number of pupils in forms 5 to 11 increased by 50 per cent.

There is some criticism of the practical efficiency of the agricultural institutes and their assistance to the agricultural programmes. It is felt that there is a need for an expansion of correspondence facilities at the higher education level and for more attention to the welfare of teachers.

Expenditure on education in 1950 was more than 450 million roubles and more than 500 million roubles in 1951.

Population density: 44 per square kilometre; 113 per square mile.

SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Students
General			
Primary	4 074	17 940	459 000
Seven-year			
Secondary			
Young workers			12 000
Vocational			
Technicums	42	...	11 500
Higher			
VUZ	14	...	14 000

Sources. *Year Book of Education*. London, 1952. *Sovetskaja Litva*, 30 September 1952.

1. 3,000 graduates in 1949 and 1950 combined.

U. S. S. R. Karelo-Finnish S.S.R.

Population (1941): 606,333.
Area: 178,500 square kilometres; 69,720 square miles.
Population density: 3.5 per square kilometre; 9 per square mile.

The Karelo-Finnish Republic lies between the White Sea and the Baltic, and borders Finland and the R.S.F.S.R.

The period 1949-52 recorded progress in educational development, particularly in the provision of schools for young workers and rural workers and in the doubling of the number of trained teachers. It had not then been possible to enforce compulsory education to the end of the

seven-year school because of the shortage of schools and teachers.

Technical and higher education is expanding but cannot yet supply the needs of the community—particularly from the ranks of the native population. Industry, agriculture and education especially present demands for trained staff which cannot be met.

Source. *Leninskoe Znamija*, 24 September 1952.

U. S. S. R. Moldavian S.S.R.

Population: 2,700,000 (1941).

Area: 33,800 square kilometres; 13,200 square miles.

Moldavia is situated south of the Ukraine on the border of Rumania and with a short coastline on the Black Sea.

Education is compulsory to the end of the seven-year school (10-year in towns) but has not been enforced in all areas. Present efforts are directed to the enforcement of compulsory attendance, the extension of secondary and higher education and the training of teachers and other technicians; 896 teachers graduated in 1951.

The inability of the system to cope with the numbers requiring education, the unsatisfactory standards of the graduates of higher institutions, the slow rate of production of highly trained staff and the high rate of movement of teachers from post to post with consequent detriment to efficiency have been criticized.

The Republic budget for education in 1951 was 405 million roubles, from a total budget of 1,163 million roubles.

Population density: 80 per square kilometre; 205 per square mile.

SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Students
General			
Primary	...	} 17 900	465 059
Seven-year	935		
Secondary	171		
Vocational			
Technicums	38		
Higher			
VUZ	8	...	...

Sources. *Year Book of Education*. London, 1952. *Sovetskaja Mol'davijskaja*, 20 September 1952.

1. In 1949 there were 1,924 schools in all categories.
2. 19,000 in 1952.
3. 12,300 in 1952.

UNITED KINGDOM

England and Wales, Scotland, Northern Ireland

Total population (1951 census preliminary report): 50,231,924.
Total area: 244,000 square kilometres; 94,000 square miles.
Population density: 206 per square kilometre; 534 per square mile.

National income (1951) 12,732 million pounds sterling; (1952 estimate) 13,648 million pounds sterling.
Public expenditure on education: 394,270,000 pounds sterling.
Cost per pupil: national flat rate figures recommended by the

Local Authorities Committee for inter-authority payments on behalf of pupils educated outside the area of their local education authority (1951/52): (a) in maintained primary schools: 30 pounds; (b) in maintained and transitionally assisted secondary schools up to the age of compulsory attendance: 50 pounds.

Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

ENGLAND AND WALES

Total population (1951 census preliminary report): 43,744,924.
Total area: 151,000 square kilometres; 58,000 square miles.
Population density: 291 per square kilometre; 754 per square mile.
Population, within compulsory school age limits (age group 5-14), 1952: estimated 6,137,000.

Total enrolment of pupils in grant-aided and other schools recognized as efficient within compulsory school age limits (1952): 5,874,463.

Enrolment of girls as percentage of total: 49 per cent in primary education.

Pupil-teacher ratio: 30.7, average in primary departments.

Public expenditure on education (1952): 340 million pounds.

Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

Prepared by the Unesco National Commission for the United Kingdom, Ministry of Education, London, in June 1953.

LEGAL BASIS

The main statutory provisions at present governing education in England and Wales are the Education Act, 1944 (most of which came into force on 1 April 1945), and two amending Acts passed in 1946 and 1948. Educational legislation has always tended to be controversial, mainly because of the conflicting views of the religious denominations which were pioneers in the provision of popular elementary education; but the Education Bill which became the 1944 Act not only had the support of the main political parties forming the wartime Coalition Government, but also secured general agreement among the religious denominations.

The Act remodelled the public system of education. It provided for the appointment of a Minister of Education charged with the duty of promoting the education of the people of England and Wales and securing the effective execution by local education authorities of the national policy for providing a varied and comprehensive educational service in every area. It reduced the number of local education authorities (LEAs) by confining that

function to county and county borough councils, and charged them with the duty of providing comprehensive facilities in their areas for three successive stages of education—primary, secondary and further. It placed on the parent of every child of compulsory school age the duty to cause him to receive efficient full-time education suitable to his age, ability and aptitude, either by attendance at school or otherwise. It offered, under conditions, increased financial assistance to schools provided by voluntary bodies to enable them to continue to play their part in the public system. It raised the compulsory school age from 14 to 15, and it made provision for its being raised eventually to 16, and for compulsory part-time education up to 18. It also imposed on LEAs a duty to provide various ancillary services (such as medical inspection and treatment, and milk and meals) and to ensure that the premises of maintained schools were eventually brought up to the standards specified in regulations made by the Minister. LEAs were required to submit to the Minister development plans indicating their proposals for making adequate and suitable provision of primary and secondary schools for their areas, and schemes of further education

showing their proposals for this stage of the public educational system.

ADMINISTRATION

The Minister of Education is assisted in carrying out his duties by the permanent officials of the Ministry and by Her Majesty's Inspectorate of Schools. Apart from controls imposed specifically in the Education Act, 1944, he supervises the work of LEAs by such means as statutory regulations, inspection and conditional grants; but the educational system is highly decentralized and a very real autonomy is vested in the LEAs which are popularly elected bodies with many other important functions. The Ministry does not itself provide, own or directly control any educational institution or employ or pay any teacher. These functions rest with the LEAs and, in some cases, individual school authorities. In addition to providing and maintaining their own schools (called county schools), LEAs maintain many schools (voluntary schools) provided by voluntary bodies (mostly religious), which retain a certain amount of control (especially over religious instruction), varying according to the financial assistance they receive. 'Maintenance' includes the payment of teachers' salaries, the cost of fuel, light and cleaning, and the provision of books, furniture and other equipment.

A very important feature is the freedom of teachers from official directions relating to curricula, syllabuses and methods of teaching. These matters are largely controlled by head teachers and their staffs, who also normally choose their school's textbooks from the large number published by commercial firms.

The system under which institutions provided by voluntary bodies, with assistance from public funds, take their place beside those provided by LEAs applies not only to primary and secondary schools, but also to teachers' training colleges, special schools for handicapped pupils and facilities for recreational and cultural activities.

In addition to the county and voluntary schools maintained by LEAs and a few schools which receive direct grants from the Ministry, there is a large number of inde-

pendent schools. Eventually, under the 1944 Act, no such school will be able to function unless it is on a central register, but this part of the Act has not yet been brought into operation. Independent schools are, however, already inspected and reported on by H.M. inspectors.

The best known independent schools are the so-called 'public schools', which are normally boarding schools, charging rather high fees, of the secondary grammar type. They provide a particular type of education with emphasis on character training, which has had a great influence on English education and the national life.

LEAs have the power in appropriate cases to pay or to contribute towards the fees of children attending independent schools.

Universities are entirely independent bodies and are not controlled in any way by the Ministry or by LEAs.

FINANCE

Public expenditure on education is shared between central and local government funds. Most of the money voted by parliament to the Ministry of Education out of the national revenue is disbursed in the form of grants to LEAs, which incur, initially, the greater part of public expenditure. The Ministry's basic grant to LEAs represents 60 per cent of their expenditure, but there is some weighting in favour of the poorer LEA areas. School meals and milk attract 100 per cent grant on virtually all expenditure. The LEAs' net expenditure is met out of local government revenue, which is derived from the rates levied locally.

No fees may be charged in primary and secondary schools maintained by LEAs. Fees are charged for further education courses, but they do not cover the full cost. Independent schools are supported by fees, in some cases supplemented by endowments.

Universities derive about two-thirds of their total income from government grants, made under a system specially designed to safeguard their independence. The remainder comes from fees, endowments and by grants from local authorities. Many scholarships exist to help students with fees and living expenses; the general prin-

GLOSSARY

NOTE. The diagram covers only publicly-maintained schools.

all-age school: school with primary and secondary classes covering the period of compulsory schooling (being reorganized so that children receive secondary education in separate institutions).

bilateral, multilateral and comprehensive schools: secondary schools offering a variety of courses with a wide range of general and vocational subjects.

infant school: see junior and infant school.

junior and infant school: primary school comprising an infant school (5 to 7 years) and a junior school (7 to 11 years).

nursery classes: pre-primary classes attached to a primary school.

nursery school: pre-primary school organized as a separate institution.

secondary grammar school: general secondary school offering an academic course and preparing for university.

secondary modern school: general secondary school with curriculum offering a wide range of practical, non-academic subjects.

secondary technical school: vocational secondary school.

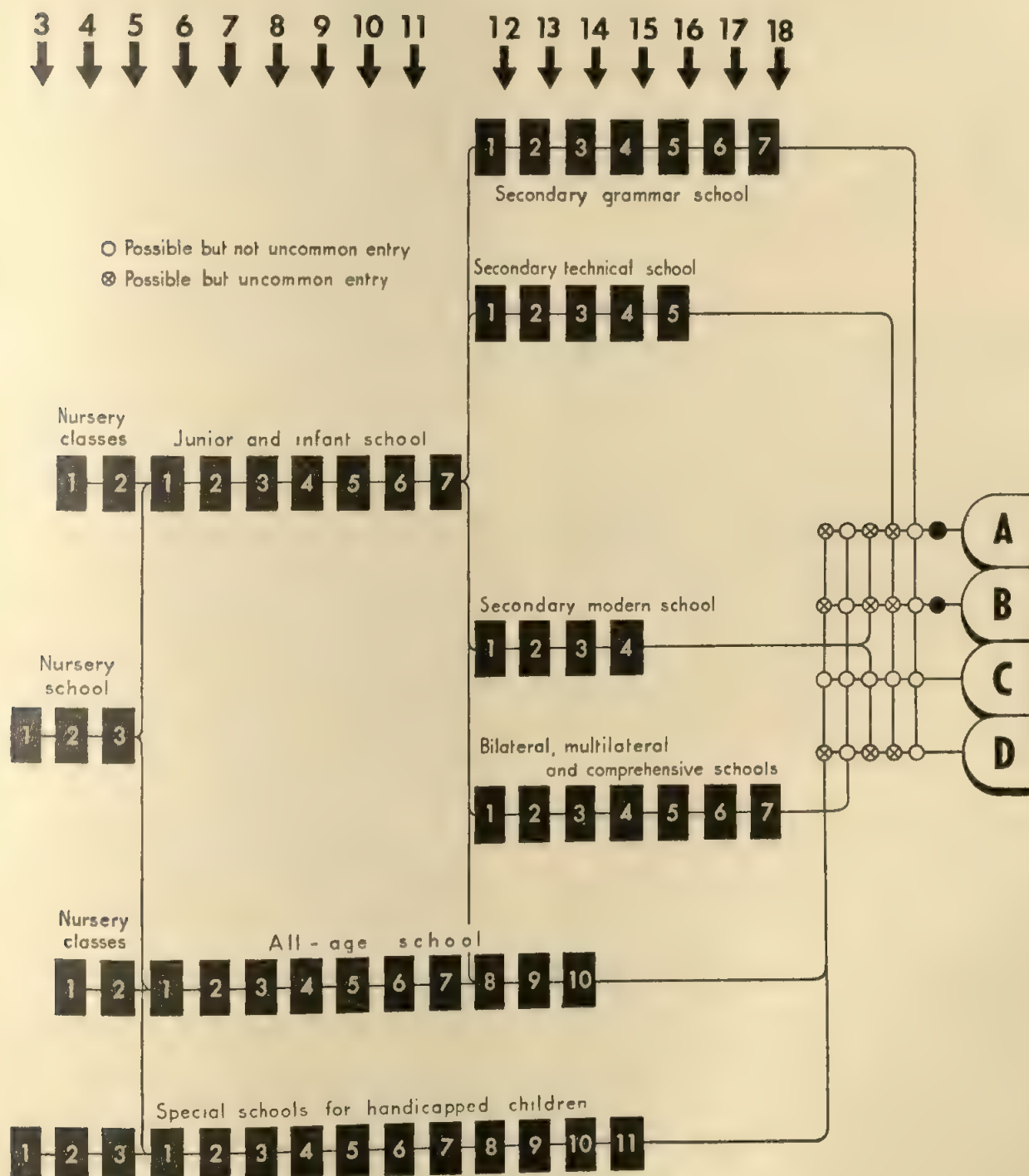
special schools for handicapped children: schools offering pre-primary and/or

primary and/or secondary education for blind, deaf, dumb, crippled and otherwise handicapped children.

INSTITUTIONS AT POST-SECONDARY LEVEL

- A. Universities or university (degree-granting) colleges.
- B. Teacher-training colleges.
- C. Establishments of further education: institutions offering part-time and full-time courses, mainly vocational (technical, commercial, art, etc.).
- D. Other institutions of higher education.

DIAGRAM



ciple is that no suitable person should be debarred from attending a university by lack of means. Some scholarships are awarded by the Ministry of Education, some by LEAs and some by the universities themselves out of endowments; these last are often supplemented by the Ministry. The general basis of awards made by the Ministry and LEAs is that, taking into account a reasonable contribution by the parents calculated according to income, they should meet the assessed needs of students for their particular courses. Over 70 per cent of university students in England and over 80 per cent in Wales are assisted by scholarships in one way or another.

ORGANIZATION

Nursery Education

Compulsory schooling begins at the age of 5. Children below this age may go to schools called nursery schools, or attend nursery classes attached to infant schools. Interest in nursery education has grown during the last 30 years, and the Act of 1944 made special provision for it; but owing to postwar difficulties there has been comparatively little development of nursery facilities.

The school day at a nursery school includes a midday meal and an after-dinner rest; constructive play and training in social living and healthy habits are the main items in the curriculum. Buildings and equipment are specially designed to meet the needs of small children.

Primary Education

Some primary schools cater for the whole primary age range of 5 to 11; others are either infant or junior schools: the break between these is at about the age of 7, and the junior school course is one of four complete years.

Secondary Education

The 1944 Act called for primary and secondary education to be provided in separate schools, but it has not yet been possible to achieve this completely. Most children, however, pass at about 11 to separate secondary schools which (for historical reasons, and not because it is laid down in the Act) are normally of three types—grammar schools, providing an academic education up to 16 or 18, normally leading to a professional career or a university; technical schools, providing a general education related to industry or commerce; and modern schools providing an education with a practical bias, not usually beyond 15, for those with no special aptitude for academic or technical studies. Under the 1944 Act, children are to be educated in accordance with their age, ability and aptitude, and authorities allocate children to the different types of secondary school as far as possible on this basis, after taking into account their parents' wishes. Authorities assess aptitudes and abilities by various methods (or a combination of them) such as formal examinations, intelligence tests, school records and interviews. Pupils at secondary grammar schools usually prepare for external examinations, through which they may obtain exemption from university entrance

requirements or from the preliminary examinations for entry into certain professions. Until recently these examinations were called the school and higher school certificate examinations, and were usually taken by pupils in succession at about the ages of 16 and 18 respectively. Since 1951, a new examination, called the General Certificate of Education, has been introduced; it is held at two levels, ordinary and advanced. The examinations are conducted by eight examining bodies associated with the universities. The pupils at other types of secondary school do not normally take external examinations.

Further Education

Further education in England and Wales comprises many varied activities. It is defined in the Act as full-time and part-time education for persons over compulsory school age, and leisure-time occupation for such persons in such organized, cultural training and recreation activities as are suited to their requirements.

Vocational education varies widely according to the needs of particular districts. Representatives of industry and trade are associated with it through a widespread system of advisory committees. Training for the higher professions, such as the Church, medicine, and law, is normally given at the universities; technical colleges provide full-time training for industrial and commercial occupations, while a number of special institutions (such as farm or horticultural institutes) provide for particular occupations. Most vocational education is part-time. Much of it takes place in the evening, usually at technical colleges, but an increasing number of employers release young workers during the daytime, usually for one day or two half-days a week, for vocational (and sometimes general) education. Various professional bodies examine and award qualifications in their particular subjects. For technicians there is a scheme of 'national certificates' awarded jointly by the Ministry of Education and the professional institution concerned.

Part-time general education is provided by LEAs through day and evening classes, by the extra-mural departments of universities, and by voluntary bodies such as the Workers' Educational Association, which may be aided by the Ministry. Some residential colleges provide general education for adults; a few offer courses lasting a year, others shorter courses lasting a week or a weekend.

Leisure-time occupation is provided through evening classes run by LEAs, through voluntary community centres and other organizations, and through the youth service.

Teacher Training

Teachers are normally trained in one of two ways. The majority go to a teachers' training college at the age of 18 or over (usually from a secondary grammar school) for a two-year course of general education and professional training (including teaching practice). University graduates may take a one-year course of professional training at a university department of education.

Special Schools

LEAs have a duty to provide special educational treatment for pupils who suffer from any disability of mind or body, i.e. education by special methods appropriate for persons suffering from that disability. Under regulations made by the Minister the following categories of pupils are held to require special educational treatment: the blind, the partially sighted, the deaf, the partially deaf, the delicate, the diabetic, the educationally subnormal, the epileptic, the maladjusted, the physically handicapped and those with speech defects. LEAs are required to ascertain which children in their areas require special educational treatment. For this purpose, any child over the age of two may be medically examined compulsorily. All blind, deaf, epileptic, and physically handicapped children and those with a type of speech defect known as aphasia must be educated in special schools; whether the remainder should, depends on the seriousness of their disability. Pupils at special schools must stay at school until 16. For some types of handicap (e.g. maladjustment) it is sometimes considered preferable for a child to live in a boarding home and attend an ordinary school.

Universities

University degree courses generally extend over three or four years, though in medicine five or six years are required. In general, degree examinations are taken in two stages usually called 'intermediate' and 'final'. All the universities provide for postgraduate work and for research.

Oxford and Cambridge, each with a number of colleges, are very old foundations and are residential. The remainder, three of which—Durham, Wales and London—also comprise groups of largely autonomous colleges, have been established since 1800, and with one or two exceptions are mainly non-residential, though they have residential facilities.

University colleges are separate institutions providing teaching of university standard, but they do not normally have the power to award their own degrees. Most of their students study for the external degrees awarded by the University of London. As they develop, university colleges are often granted full university status. Nottingham and Southampton university colleges became universities in this way in 1949 and 1952 respectively.

STATUS OF TEACHERS

Since 1945 only one type of recognition has been available for newly-appointed teachers—the status of qualified teacher—but for the time being 'temporary teachers' may be appointed, with the approval of the Minister, for a limited period. The number of older unqualified teachers in the schools is diminishing.

Teachers are appointed by LEAs or, in some cases, by the managers or governors of voluntary schools. They are employed under contracts of service. There is a State system of superannuation under which they may retire on pension at 60; they do not normally continue beyond 65. There is no national system of promotion; vacancies for

higher posts, such as those of head teacher, are advertised and selection is made from among those who apply. Salaries are paid by LEAs in accordance with a compulsory national scale which is negotiated between representatives of the teachers and the LEAs and is then submitted to the Minister for approval.

WELFARE SERVICES

LEAs are required to provide compulsory medical inspection and to offer treatment for minor ailments such as defects of eyes, ears, teeth and tonsils for all children in primary and secondary schools. The service has been co-ordinated with the national health service set up in 1948.

Free milk is provided for all schoolchildren and dinners are provided wherever possible at a charge (at present 9d.) which covers only the cost of the food. About half the children in the schools have school dinners. The charge may be waived or reduced in necessitous cases.

The youth service exists to cater for young people between the ages of about 14 to 20, particularly those who have left school. Administratively, it is a branch of further education. Many youth clubs and groups are run by voluntary bodies, such as the associations of scouts and guides and religious organizations; others are run by LEAs, which also co-ordinate the work of voluntary bodies and encourage them by means of financial assistance and advice. The Ministry, in addition to supervising the system nationally, makes grants to the headquarters of the national voluntary organizations, and may assist individual capital projects. The voluntary bodies, however, retain complete independence.

TRENDS

Secondary Education for All

Before 1945, there were, apart from a small number of junior technical schools, two types of publicly maintained schools: elementary schools, catering for the whole period of compulsory school attendance (then 5 to 14); and secondary schools, all of the academic or grammar type, for pupils from 11 to 16 or 18, some paying fees, others being awarded scholarships by LEAs. Those children who did not transfer from elementary schools to secondary schools at the age of 11 (by scholarship or otherwise) often stayed in the same school until they left at 14; but some LEAs were beginning to provide separate schools for over-elevens; these 'senior schools', however, were regarded administratively as elementary schools and did not enjoy the more favourable conditions (e.g. in buildings, equipment and staffing) accorded to secondary schools.

The 1944 Act laid down that secondary education should be provided free for all children over 11, and the Ministry's regulations prescribed that secondary schools of all types should enjoy the same standards; but it was not possible to provide all the facilities needed immediately. Thus, many of the 'senior schools' which originally catered for older elementary children and were reclassified as secon-

dary modern schools in 1945 do not and cannot for some time enjoy the same amenities or the same esteem and prestige as the secondary grammar schools, which provide the main path to the professions and the universities. Others for want of new buildings are still organized as 'all-age' schools, catering for children from 5 to 15.

Parents tend to press for a grammar school education for their children whether or not they can profit by it. This aggravates the problem of selecting children for the different types of secondary school at the age of 11 (inter-school transfers of older children are possible but infrequent). Some authorities are experimenting with large schools called bilateral or multilateral schools combining two or more types of secondary course, or with schools called comprehensive schools which cater for all the children of secondary age in a particular area without dividing them into different streams. Much thought and research continue to be devoted to the problem of secondary education generally.

School Buildings

The requirements of the 1944 Act called for an enormous amount of new building. Already in 1945 the country was faced with the repair of 5,000 schools which had suffered war damage, and with large numbers of old and out-of-date buildings, especially those of voluntary schools, which, until 1936, had received no assistance from public funds for building as distinct from maintenance. There were heavy demands for other types of building, such as houses and factories, and a shortage of labour and materials. Two further needs immediately became apparent: accommodation began to be needed for the increased number of children born in the years before and after the end of the war, and schools had to be built for new housing estates. At present, in the field of primary and secondary education, resources must still be concentrated on meeting these two needs, although a very large school building programme is in train. The Ministry of Education has taken the lead

in successful efforts to secure increased efficiency and economy in new school building.

Shortage of Teachers

Great efforts have been made since 1945 to overcome a shortage of teachers, not only through the Emergency Training Scheme (which provided 35,000 additional teachers between 1945 and 1951), but by a great expansion of the permanent training colleges. A shortage still persists in the face of an increasing school population. In the next few years, in order simply to maintain the staffing standards of 1950, it will be necessary to recruit 14,000 new teachers annually, which, allowing for wastage, should produce an annual increase of about 4,000. There is at present some difficulty in recruiting sufficient students for women's training colleges; the age groups from which students are now being recruited are comparatively small, and already a high proportion of girls who stay at secondary grammar schools until they are 17 or 18 are passing on to teachers' training colleges. There is also difficulty in recruiting enough graduates in mathematics and science to meet the staffing needs of the secondary grammar schools.

Higher Technological Education

There has been a great deal of discussion since the war about the best way of developing and improving higher technological education. The main questions have been whether the technological faculties of universities should be expanded or whether the main developments should take place in technical colleges; and whether or not students in technical colleges should be able to secure an award which would be comparable in prestige and status to the First Degree of a university. The Government decided in 1952 not only to offer higher grants to LEAs for courses of higher technology in selected technical colleges, but also to build up at least one technological institution of university rank. The Imperial College of Science and Technology in London has been chosen as the first institution to be built up.

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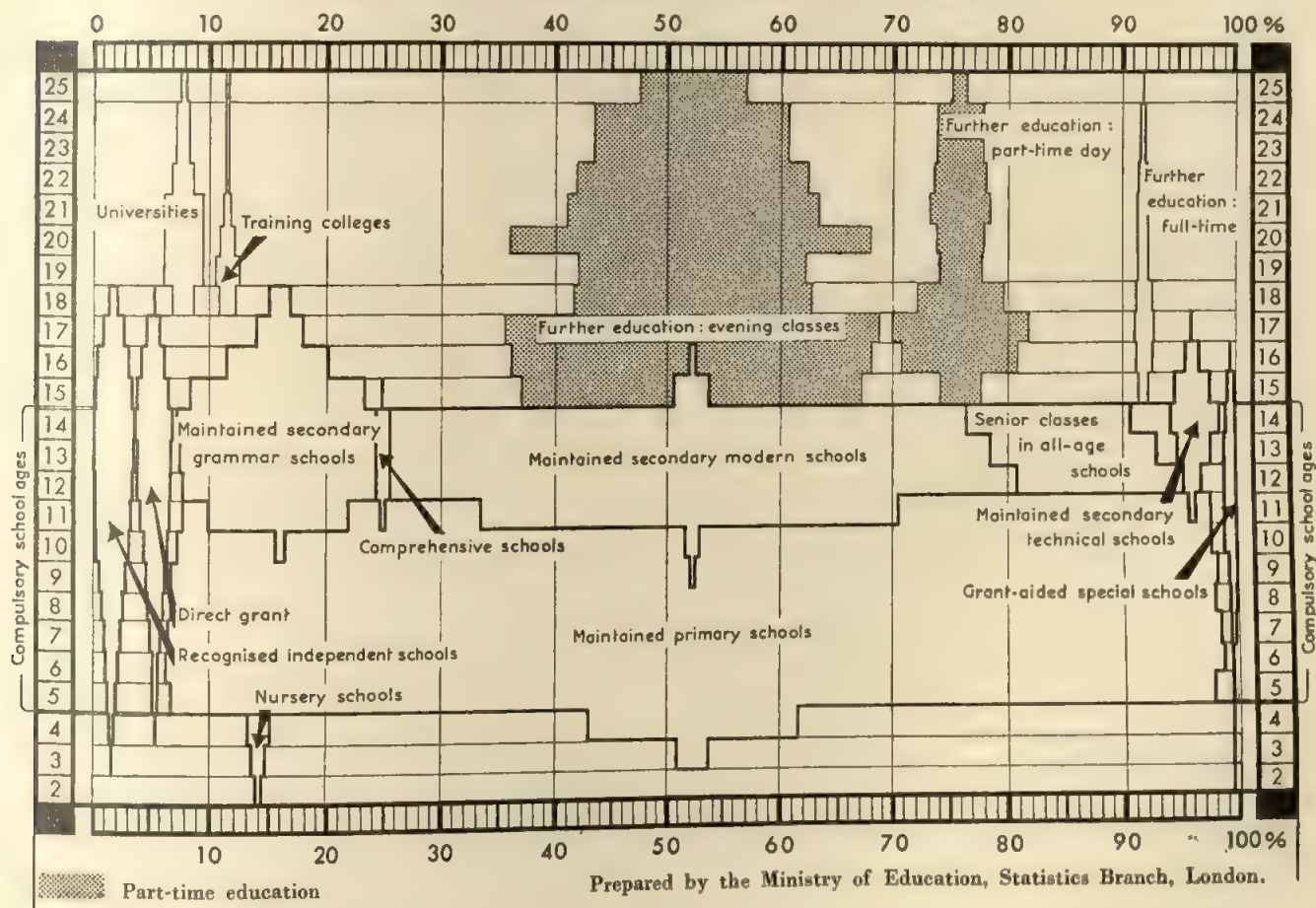
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PERCENTAGE OF THE POPULATION IN EACH AGE GROUP INDIFFERENT TYPES OF EDUCATIONAL ESTABLISHMENTS IN ENGLAND AND WALES, 1951



Note. All schools grant-aided unless otherwise stated.

The percentages for the older age groups are approximate and are shown with a thin outline. The independent schools shown have been recognised as efficient by the Ministry of Education, following a voluntary inspection. No precise information is available for other independent schools, but the proportion of the child population aged 5 to 14 inclusive in these schools is believed to be about two-and-a-half per cent, with a somewhat lower percentage for children aged 15 and over.

1. SUMMARY OF SCHOOL STATISTICS, JANUARY 1952

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Nursery, grant-aided	457	1 003	1 003	22 464	10 622
Nursery, direct grant	20	37	37	818	373
Nursery, recognised	8	27	27	267	127
Primary					
Infants	5 365	32 416	32 369	1 074 034	521 711
Junior with infants	8 937	41 150	31 292	1 233 547	607 223
Junior without infants	3 779	33 122	18 059	1 079 300	518 481
All ages	5 107	29 907	17 618	826 875	402 492
Recognised primary	657	...	...	68 045	22 311
Secondary					
Modern	3 365	51 112	22 872	1 137 049	565 700
Grammar	1 189	27 373	12 495	506 342	251 324
Technical	291	3 953	1 175	74 329	25 940
Other	69	1 927	743	37 536	17 203
Grammar—direct grant	164	4 473	2 514	85 280	45 183
Secondary—recognised	614	11 658	6 602	166 552	90 092
Higher					
Universities and university colleges	18	7 302	...	68 447	15 626
Further education	464	...	...	54 017	23 927
Teacher-training colleges	158	2 227	1 566	26 400	19 541
Agricultural institutes	...	...	...	...	...
Agricultural colleges	...	...	...	...	...
Special					
Maintained special schools	543	2 982	1 953	42 519	18 510
Direct grant special schools	115	757	492	9 072	3 839

Source. Great Britain. Ministry of Education. London.

2. HIGHER EDUCATION, 1951/52

Faculty	Students enrolled	
	Total	F.
Total (Full-time students)	68 447	15 626
Arts ¹	30 059	9 932
Medicine (including dentistry)	12 908	2 434
Pure science	14 840	2 775
Technology ²	8 102	148
Veterinary science	627	47
Agriculture and forestry ³	1 911	290

Source. Great Britain. Ministry of Education. London.

1. Including law, theology, commerce, economics, education, fine arts, music.
2. Including applied chemistry, engineering, mining, metallurgy, etc.
3. Including dairying and horticulture.

3. PUBLIC EXPENDITURE ON EDUCATION, 1952/53
(million pounds sterling)

Item	Amount
Total expenditure	340
General administration, inspection, etc. central and local	18
Primary education (including pre-school education)	112
Secondary education	79
General and vocational	
Teacher training	21
Further education	5
Special education	15
Aid to pupils (local expenditure)	35
Milk, meals, medical inspection	36
Loan charges and miscellaneous expenditure	14
Subsidies to private education	(8)
Direct grant grammar schools	(6)
Scholarships and allowances	

Source. Great Britain. Ministry of Education. London.
Note. Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

4. AGE AND GRADE DISTRIBUTION OF PUPILS IN GRANT-AIDED AND OTHER SCHOOLS RECOGNIZED AS EFFICIENT

Level of education	Age								
	Below 5 ¹	5	6	7	8	9	10	11	12
Pre-school	23 037	327	158	27	—	—	—	—	—
Primary	177 640	716 771	590 450	655 934	596 263	567 415	499 642	225 900	92 591
Secondary ²	1 235	5 718	5 781	7 830	10 005	12 322	15 698	296 120	450 705
Special schools for handicapped children	1 893	1 867	2 536	3 783	4 356	4 794	5 085	5 680	6 017
Total	203 805	724 683	598 925	667 574	610 624	584 531	520 425	527 700	549 313
Percentage by age	3.2	11.4	9.4	10.5	9.6	9.2	8.2	8.3	8.6

Level of education	Age						Total by level	Median age	Percentage by level
	13	14	15	16	17	18 ³			
Pre-school	—	—	—	—	—	—	23 549	.	0.4
Primary	84 207	73 818	151 251	113	21	4	4 282 020	8.0	67.2
Secondary ³	465 304	456 122	154 945	79 428	36 745	12 080	2 010 038	13.4	31.6
Special schools for handicapped children	5 853	5 384	3 937	244	95	67	51 591	11.3	0.8
Total	555 364	535 324	160 133	79 785	36 861	12 151	6 367 198	.	.
Percentage by age	8.7	8.4	2.5	1.2	0.6	0.2	.	.	.

Source. Great Britain. Ministry of Education. *Report, Education in 1952*. London, 1953.

1. Including a small number aged under 2.
2. Including a few primary school children attending recognized efficient schools where the education given is of both levels.

3. Including a small number aged 19 and over.

SCOTLAND

Total population (1951 census preliminary report): 5,114,000.
 Total area: 79,000 square kilometres; 30,500 square miles.
 Population density: 65 per square kilometre; 168 per square mile.
 Population within compulsory school age limits, age groups 5-15 (1952 estimate): 811,000.
 Total enrolment of pupils in grant-aided and other schools recognized as efficient, within compulsory school age limits (1952): 782,898.
 Pupil-teacher ratio (1952): 31.2 average in primary departments.

Public expenditure on education (1952-53 estimate): 51,200,000 pounds sterling.

Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

Prepared by the Scottish Education Department, Edinburgh, in June 1953.

LEGAL BASIS

Public education in Scotland is governed by the Education (Scotland) Act of 1946, which consolidated earlier enactments, including the Act of 1945. The Act of 1946 was amended in some detail by the Education (Scotland) Act, 1949.

The Act of 1945 applied to Scotland the government's

policy for the development of education in the United Kingdom. It contained fewer important innovations than the corresponding English Act because some of the major changes effected by the English measure had already been made in Scotland. The structure of local educational administration had been simplified by the Local Government (Scotland) Act of 1929; all forms of post-primary education at school had been recognized as secondary

education since 1939; and the problem of the denominational schools had been solved in 1918.

Among the more important provisions of the 1945 Act were:

A greater measure of independence was given to education committees by requiring that all purely educational functions should be delegated to them by town or county councils.

A duty was laid on education authorities to secure that adequate and efficient provision was made throughout their areas of all forms of primary (including nursery school) and secondary education, appropriate to the age, ability and aptitude of the pupils. So far as was practicable pupils were to be educated in accordance with the wishes of their parents.

The school-leaving age was raised from 14 to 15 at a date subsequently fixed at 1 April 1947, and was to be raised to 16 as soon as was considered practicable.

Primary and secondary education were to be free, and pupils receiving free education were also to receive free books and stationery. Education authorities were not, however, precluded from maintaining some fee-paying primary or secondary schools provided that these did not prejudice the adequate provision of free education throughout the area.

No child under 8 was to be required to walk more than two miles and no older child more than three miles to school. Beyond these distances education authorities were required to arrange for free travel or boarding.

The arrangements for the promotion of pupils from the primary to the secondary stage were to be in accordance with schemes approved by the Secretary of State.

The powers and duties of education authorities in relation to pupils suffering from disabilities of mind or body were extended.

Education authorities were required to provide milk and midday meals for pupils attending schools or junior colleges.

All independent schools were to be registered. (This part of the Act is not yet operative.)

Education authorities were required to secure adequate provision throughout their area of all forms of further education. This greatly extended the previous duty to provide continuation classes. Further education was divided into three categories:

1. Compulsory further education in junior colleges for young persons between the school-leaving age and 18. This provision is not yet operative.
2. Voluntary courses of instruction for persons over school age.
3. Leisure-time occupation for persons over school age. This involved a much wider concept of education than had hitherto obtained.

The Act provided only a framework for the educational developments it was intended to promote. Its provisions are being amplified in various directions by regulations made by the Secretary of State under powers conferred by the Act, and these in turn are being supplemented by circulars and memoranda of the Scottish Education Department conveying guidance and suggestions on many points, e.g. curricula, which are not appropriate for inclusion in the Act or in regulations.

In 1946, all previous enactments relating to education in Scotland were consolidated in the Education (Scotland) Act of that year.

ADMINISTRATION

Public education in Scotland, exclusive of the universities, is administered centrally by the Scottish Education Department and locally by 35 education authorities. The Scottish Education Department is one of the four Scottish departments for which the Secretary of State is responsible to parliament. The department is responsible for the general control and direction of the national system of public education, the authorities for the local provision of schools within their respective areas and for their management.

Central Authority

In general the function of the department is to supervise the administration of the Education (Scotland) Acts, which confer on the Secretary of State various powers and duties relating to the general supervision of education.

In the field of primary and secondary education the department supervises the planning by education authorities of educational provision in the schools under their management, and exercises a general oversight over staffing, curricula, teaching methods, equipment, attendance of pupils, school transport, bursaries and other forms of assistance. The department is also responsible for the approval of schemes for the development of the school meals service. The supervision of the school health service is the responsibility of the Department of Health for Scotland (one of the other departments of the Secretary of State).

The department conducts the annual examination for the Scottish Leaving Certificate, awarded normally on the completion of a five years' course of secondary education approved by the department for the purpose.

At the post-school stage the department is concerned with the framing and implementing, by local education authorities, of schemes of further education. These schemes provide not only for instruction in technical, cultural and recreational subjects in day and evening continuation classes, but also, on the less formal side, for social and physical training and organized recreation for both the juvenile and the adult population. The department is also responsible for the general administrative oversight of colleges which provide advanced instruction in various technologies, in art and in domestic science.

The training centres conducted by the National Committee for the Training of Teachers in Scotland come within the administrative purview of the department. It also makes the regulations governing the conditions of entrance to the teaching profession, the issue of certificates of competency to teachers, and the salaries of teachers. A contributory pensions scheme for teachers is framed and administered by the department, which records service, brings contributions to account, and authorizes payments.

H.M. Inspectors of Schools play an important part in the work of the department. They visit schools and report on premises, staffing and standards of work, and offer

guidance, where necessary, on curricula and methods of instruction. Their functions extend also to further education and the school meals service.

Local Authority

The chief responsibility for the local provision of education rests with the education authorities which are the town councils of the four cities, Aberdeen, Dundee, Edinburgh and Glasgow, the county councils of 29 counties and the joint county councils of the combined counties of Moray and Nairn and of Perth and Kinross. Each education authority appoints an education committee to which the authority must, under a scheme made by the authority and approved by the Secretary of State, delegate its powers and duties except for certain financial functions.

The education committee consists of members of the council (elected members), who are in the majority, and of other persons experienced in education and conversant with the educational needs of the area (appointed members). The committee must include at least two representatives of the churches or denominational bodies in the area and one representative of any denominational schools managed by the education authority. It must also include both men and women members.

The more important powers and duties of an education authority are: the provision of all forms of primary, secondary and further education, including adequate facilities for recreation and social and physical training; the provision free of charge, for all pupils receiving free education, of books, stationery and other material; the provision, in the case of a county, of books for general reading; the provision of hostels for pupils attending day schools; the enforcement of attendance at school; the granting in certain circumstances of exemptions from the obligation to attend school to pupils over 14; the payment of the fees of pupils attending fee-paying schools and the granting of bursaries and other allowances to persons over 15; the provision of transport or the payment of reasonable travelling expenses, where necessary, for pupils attending schools or other educational establishments; the provision of milk and meals for pupils attending authority schools; the provision of clothing for pupils inadequately clad; the medical inspection and treatment of pupils; the provision of special educational treatment for handicapped children; the provision of a child guidance service; the appointment and dismissal of teachers; the payment of teachers' salaries; the making of bye-laws under the Children and Young Persons (Scotland) Act, 1937, relating to the employment of children and to street trading; the operation, where the authority have elected to undertake it, of the Youth Employment Service.

School Building

Section 7 of the Education (Scotland) Act states that the duty of education authorities to make provision for primary, secondary and further education shall be exercised in accordance with schemes approved by the Secretary of State.

After a scheme has been so approved, it is the authority's duty to determine the amount of accommodation required

and to prepare the necessary plans of the building. The procedure to be followed is detailed in the School Building Code. Briefly, that procedure is as follows:

1. The authority submits to the department a statement showing the nature and amount of the accommodation proposed.
2. When this is approved, the authority instruct their architect to prepare sketch plans.
3. When sketch plans have been approved by the Secretary of State, working drawings are prepared and tenders called for. A note of the tenders proposed to be accepted is forwarded to the Secretary of State.
4. The authority thereafter proceeds to have the building erected.

Supplies

Apart from controls on certain commodities which operated during the period of the war emergency, education authorities are free to obtain such supplies as they require for educational purposes.

Independent Schools

The Education (Scotland) Act of 1945 made independent schools liable to inspection like the State-aided schools. Previously they had been inspected only at their own request. The Act also provided for the registration of all independent schools and made the conduct of an unregistered school an offence; but this part of the Act has not yet been brought into operation.

Independent schools are relatively much less numerous in Scotland than in England and Wales. There are at present about 200 schools known to the department, with an enrolment of 20,635 pupils.

FINANCE

Of the total annual revenue expenditure by education authorities (£41 million in 1951/52) about one-third is raised locally by rates and two-thirds obtained from Exchequer grants paid by the Scottish Education Department.

ORGANIZATION

Nursery Schools

Attendance at nursery schools for children aged 2 to 5 is voluntary, but it is the duty of an education authority to make nursery school provision adequate to meet any demand there may be for it in their area. At present there are in Scotland 71 nursery schools and 35 nursery classes attached to primary schools, with a total roll of about 4,300.

Primary Schools

Children attend the primary school (or the primary department of a secondary school) from the age of 5 to about 12.

The school or department is organized in seven years

In all primary departments instruction must be given in reading, writing and arithmetic; in the use and understanding of spoken and written English; in music; in art and handwork; in nature study; and in physical education. In addition, the older children receive instruction in geography, history, written composition and (in the case of girls) needlework.

Promotion from Primary to Secondary Stage

Pupils are usually promoted between the ages of 11½ and 12½. They are allocated to the various types of secondary courses according to their fitness to profit from them, assessed on the basis of evidence derived from teachers' estimates of attainment, intelligence tests and attainment tests. Regard is had to the wishes of the parents. The original allocations may be reconsidered if transfer to another course subsequently appears to be necessary or desirable in the pupils' interests.

Secondary Schools

Since 1939 all schools providing a course of post-primary instruction, whatever its duration, have been known as secondary schools. Secondary schools fall into two main categories: junior secondary schools providing three-year courses designed for pupils who intend to leave school at 15, and senior secondary schools providing five- or six-year courses designed for pupils who intend to remain at school until 17 or 18 and to take the Scottish Leaving Certificate.

Many secondary schools are comprehensive schools providing both three- and five-year courses. Most schools provide for both boys and girls, but in the cities there are a number of schools, dating mostly from the last century, for boys or for girls only.

In each type of school the courses are intended to provide a general education, but they are differentiated in character to suit the varying needs and abilities of the pupils, and include literary, commercial, technical, domestic and rural courses. There are also modified courses for pupils of inferior ability for whom the normal courses are too exacting.

The five-year secondary course leads to presentation for the Scottish Leaving Certificate, issued by the Scottish Education Department. The proficiency of the candidates is adjudged on the marks gained at the written examination conducted by the department, in conjunction with

the estimate mark of the responsible teachers, all cases of material discrepancy being investigated by the department's inspectors. Success in the examination ensures complete or partial exemption from the entrance examinations of the Scottish and other universities and of many of the professions.

Special Schools

Education authorities are required to ascertain which children, because of physical or mental handicap, need special educational treatment, and to provide this treatment in special schools or classes. These children remain of compulsory school age until they are 16. In other respects, the powers and duties of education authorities apply to handicapped children in the same way as to normal children. Some education authorities have done a great deal to provide special schools for the different types of handicapped children, but much remains to be done in this field.

The curriculum for blind children includes instruction in spoken English and arithmetic, training in Braille (in reading, writing and counting) and, at the later stage, practice in the use of a typewriter. Considerable stress is laid on music, and the other subjects of the normal curriculum receive due attention.

Deaf children are discouraged from relying on finger-signs. They are patiently trained in lip reading and so, by imitation, learn to speak. Instruction is given in reading and writing and in the other school subjects.

The education of other physically handicapped children follows more or less normal lines, but the promotion and maintenance of health is the chief concern.

Mentally handicapped children are usually given such instruction in reading, writing and arithmetic as they can assimilate; the curriculum also includes much practical work. Many of these pupils leave school reasonably well-equipped for the simple needs of everyday life and are capable of doing work of a routine nature.

Vocational Education

Apprenticeship training. In anticipation of the coming into effect of the sections of the Education (Scotland) Act, 1946, dealing with compulsory further education, a number of industries now include, as part of the apprenticeship agreement, a day's release each week for technical and general education at a further education centre. As it is to

GLOSSARY

junior secondary school: lower secondary school providing general education but with curriculum including commercial, technical, home economics and rural courses.

nursery school: pre-primary school.

senior secondary school: general secondary school leading to university entrance but including a number of non-academic courses.

special school: school providing pre-primary, primary and secondary education for handicapped children.

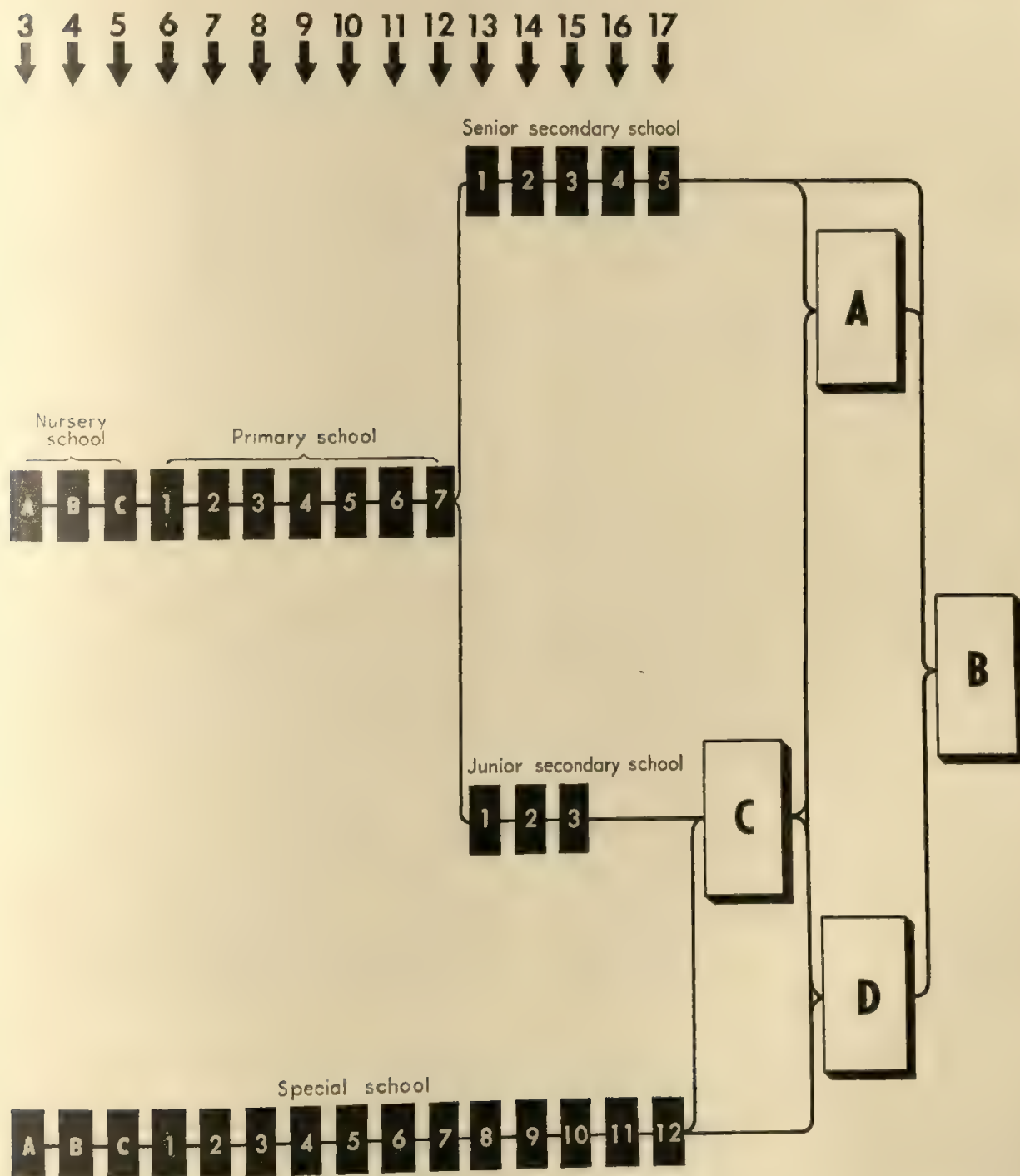
INSTITUTIONS AT POST-SECONDARY LEVEL

- A. Universities (all faculties).
- B. Teacher-training colleges.

C. Establishments of further education: institutions offering part-time and full-time courses mainly vocational in nature.

D. Central institutions: colleges offering full-time and part-time courses serving national or regional needs in technology, industry, etc.

DIAGRAM



the economic advantage of the country to increase industrial efficiency through technical education, the development of voluntary classes for young workers on this basis is strongly encouraged by the department. The total number of young workers attending under these arrangements in 1952 was about 20,000. A very much larger number—some 100,000—follow part-time evening courses.

Pre-employment courses. A small but growing number of young persons leaving school at the age of 15 or 16 take a full-time vocational course at a further education centre before entering employment. The biggest development so far has been in pre-apprenticeship courses in building and engineering. These are usually of one year's duration and include instruction in all the main crafts of the industry, together with general education in such subjects as English, mathematics, history, geography and citizenship. Other employments in connexion with which pre-employment courses are now available are agriculture, baking, catering, domestic service, marine engineering, mining, navigation, nursing, radio telegraphy, and secretarial and general office work.

Higher Education

Central institutions. With some exceptions, the teaching of applied science and cognate subjects is carried on in the group of 17 colleges known as central institutions. These are directed by governing bodies representative of the education authorities in the area and other educational, business and industrial interests. They provide full-time and part-time day courses and evening courses of instruction in such subjects as engineering, chemistry, pharmacy, building, printing, commerce, art and architecture, domestic science, music, agriculture, navigation, textiles, etc. Students may enter them either directly after completing a course at a senior secondary school or after a course of part-time education concurrently with employment.

Certain courses, such as civil, mechanical and electrical engineering, chemistry and mining, are affiliated to the neighbouring university and lead to a university degree. In addition, each central institution awards college or national diplomas in the various branches of science and technology taught in the college. The colleges also present candidates, after three- and five-year courses of study at evening courses, for national certificates in mechanical, electrical, and civil engineering, chemistry, building, etc., awarded jointly by the Scottish Education Department and the professional institution concerned.

The universities. There are four universities in Scotland, St. Andrew's (founded in 1411), Glasgow (founded in 1450), Aberdeen (founded in 1495), and Edinburgh (founded in 1583). Although the universities receive a parliamentary grant administered by the Treasury, their position in relation to the general system of education is largely self-determined and lies outside the sphere of the Scottish Education Department and the local education authorities.

TRAINING AND STATUS OF TEACHERS

The total number of teachers in Scottish schools is approximately 34,000, of whom all except 900 are certificated. There are three types of certificates awarded on the satisfactory completion of an approved course of professional training: (a) the teachers' general certificate, which entitles the holder to teach in primary schools; (b) the teachers' special certificate, entitling the holder to teach a particular academic subject or subjects throughout the full range of the secondary school (in order to hold this certificate teachers must be university graduates with first or second class honours); (c) the teachers' technical certificate, entitling the holder to teach such subjects as art, commercial subjects, domestic economy, physical education, music, agriculture and branches of applied science and technical industry.

Certificated teachers employed in schools or other educational establishments under the jurisdiction of education authorities are appointed by these authorities. No woman may be disqualified for employment as a teacher by an authority or dismissed from such employment by reason only of marriage, and teachers are afforded statutory protection against arbitrary dismissal.

Education authorities are required to pay teachers in their employment salaries in accordance with standard national scales prescribed from time to time by the Secretary of State in regulations made on the recommendation of a National Joint Council representative of the education authorities and teachers. The basic scales prescribed vary according to the type of qualification held and, in some instances, according also to the length of the course of training undergone and the type of employment.

The superannuation scheme at present in force [The Superannuation Scheme for Teachers (Scotland) 1952], applies to all teachers whose qualifications are approved by the department and who are in whole-time service in day schools, further education centres, training centres or colleges, central institutions or other defined spheres of work. Percentage contributions are normally paid by teachers and employers alike.

Unless postponement of retiral is sanctioned by the Secretary of State, the teacher must retire on reaching the age of 65 but may retire at 60 (or earlier if disabled for teaching). If certain minimum periods of service have been completed, a lump sum and an annual pension are payable, both calculated on the teacher's average salary for the last five years of service. The lump sum is calculated on one-thirtieth for each year of service with a maximum of 45 thirtieths, and the pension on one-eightieth for each year of service with a maximum of 40 eightieths.

WELFARE SERVICES

Milk and Meals

Education authorities are required to provide milk and midday meals for pupils in schools under their management. One-third of a pint of milk per day is provided free in school to all pupils who desire it. A charge which does not exceed the cost of the food is made for the meals, except in necessitous circumstances.

Clothing

Education authorities are required to provide with suitable and sufficient clothing any pupil who would otherwise be prevented from taking full advantage of the education provided. The cost is recoverable from the parent unless the authorities are satisfied that he cannot pay without financial hardship.

School Health Services

Education authorities must provide for the medical examination, inspection and supervision of children in schools under their management and must ensure that comprehensive facilities for free medical treatment are available.

In all areas, routine medical examination is carried out at certain stages of school life. Where a child is found to be suffering from any defect the parent is notified and he may then either have the child treated privately by the family doctor or take advantage of the education authority's school health service. This normally includes provision for the treatment of minor ailments, diseases of the ear, nose and throat and defective hearing, diseases of the eye and defective vision, skin diseases, orthopaedic and dental treatment, speech therapy and the treatment of juvenile rheumatism.

The School Health Service is also concerned with the psychological development of children, and a number of child guidance clinics have been established to which cases of abnormal behaviour and special scholastic disability are referred.

The Youth Employment Service

The purpose of this service, which may be run either by the education authority or by the Ministry of Labour and National Service, is to help boys and girls as they pass from school to work. Its main functions are to collect and disseminate information about careers and opportunities of employment for young persons under 18 (or over that age if they are still at school); to advise them on choice of career; to help them to find suitable employment; and to provide employers in industry, commerce and the professions with facilities for filling their vacancies for young workers.

Youth Service

In 1937, authorities were empowered to provide facilities for social or recreational training for persons of any age resident in their area. The outbreak of war prevented any extensive use of this power, except in connexion with the youth service, developed during the war to encourage young people to join some youth organization. The assumption by education authorities of responsibility for youth service in their areas marks an important stage in the growth of the conception of an education authority's functions from that of providing for the formal education of certain age groups to that, which is now emerging, of being responsible as well for the furtherance of profitable leisure-time occupations among the entire population of their area.

The Act made it an authority's duty to secure that the area includes adequate facilities for recreation and social and physical training, and conferred wide powers for this purpose, embracing the provision of playing fields, holiday camps, etc.

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1. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions ^a	Teachers		Students		Level of education and type of school	Institutions	Students		Teachers	
		Total	F.	Total	F.			Total	F.	Total	F.
Pre-school						Higher					
Nursery schools	71	117	117	4 303	2 142	Central institutions ³	16	949	229	6 413	...
Primary						Universities	4	...	...	...	...
Primary schools ¹	2 876	18 018	15 018	561 834	274 900	Teachers' training colleges and centres	7	301	163	3 633	2 633
Secondary						Special					
General						Approved schools ⁴	25	149	36	1 683	196
Secondary schools ²	869	13 145	5 779	236 242	117 250	For blind children	92	734	616	10 290	4 530
Vocational						For deaf children					
Further education centres	32	518	94	3 841	...	For mentally or physically handicapped children					

Source. Great Britain. Scottish Education Department. Edinburgh.

Note. Data refer only to public and grant-aided schools; the total number of independent schools in 1951/52 was about 200, with an estimated total enrolment of 20,635 students. The number of institutions, teachers and students are full-time only. Part-time students following vocational courses in 1951/52 numbered about 100,000 in further education centres and 26,000 in central institutions.

1. Including primary departments of secondary schools.

2. Excluding teachers and students in the primary departments of secondary schools.

3. Higher technical, art, domestic science, commercial, music, and agricultural colleges.

4. For the education and training of children and young persons, who are delinquents or truants, are in need of care or protection or are beyond parental control.

2. AGE-SEX DISTRIBUTION OF STUDENTS IN PUBLIC AND GRANT-AIDED SCHOOLS AT 31 MARCH 1952

Year of birth	Number of pupils enrolled			Percentage of pupils enrolled					
	Total	M.	F.	By sex for each age			By age for each sex		
				Total	M.	F.	Total	M.	F.
Total	812 669	413 847	398 822	100.0	50.9	49.1	100.0	100.0	100.0
1949 or later	672	318	354	100.0	47.3	52.7	0.1	0.1	0.1
1948	1 725	901	824	100.0	52.2	47.8	0.2	0.2	0.2
1947	19 814	10 085	9 729	100.0	50.9	49.1	2.4	2.4	2.4
1946	87 424	44 908	42 516	100.0	51.4	48.6	10.8	10.9	10.7
1945	72 889	37 361	35 528	100.0	51.3	48.7	9.0	9.0	8.9
1944	80 094	41 016	39 078	100.0	51.2	48.8	9.9	9.9	9.8
1943	79 825	40 728	39 097	100.0	51.0	49.0	9.8	9.9	9.8
1942	76 281	38 581	37 700	100.0	50.6	49.4	9.4	9.3	9.4
1941	73 492	37 428	36 064	100.0	50.9	49.1	9.0	9.0	9.0
1940	73 337	37 122	36 215	100.0	50.6	49.4	9.0	9.0	9.1
1939	74 747	37 837	36 910	100.0	50.6	49.4	9.2	9.2	9.3
1938	76 293	38 592	37 701	100.0	50.6	49.4	9.4	9.3	9.5
1937	70 501	35 548	34 953	100.0	50.4	49.6	8.7	8.6	8.8
1936	13 393	6 754	6 639	100.0	50.4	49.6	1.6	1.6	1.7
1935	7 030	3 671	3 359	100.0	52.2	47.8	0.9	0.9	0.8
1934 or earlier	5 152	2 997	2 155	100.0	58.2	41.8	0.6	0.7	0.5

Source. Great Britain. Scottish Education Department. Edinburgh.

3. PUBLIC EXPENDITURE ON EDUCATION, 1952 (thousand pounds sterling)

Item	Amount		Item	Amount	
	1951/52	1952/53		1951/52	1952/53
Total	*47 200	*51 200			
General administration, inspection, etc.	1 500	1 600	Teacher training	600	700
Pre-school education			Higher education	2 600	2 500
Primary education			Post-school and adult education	1 900	1 900
Secondary education			Subsidies to private education (all levels)	100	100
General	36 100	38 900	Capital expenditure (Education Authorities)	4 400	5 500
Vocational					
Special education					

Source. Great Britain. Scottish Education Department. Edinburgh.

Note. Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

NORTHERN IRELAND

Total population (1951 census preliminary report): 1,371,000.
Total area: 14,138 square kilometres; 5,400 square miles.
Population density: 97 per square kilometre; 142 per square mile.
Population within compulsory school age limits, 5 to 13 (1950 estimate): 203,000.
Total enrolment within compulsory school age limits, 5 to 13 (1950 estimate): 194,000.
Enrolment of girls as percentage of total: 49 per cent in primary schools.
Pupil-teacher ratio: 32.

Northern Ireland is a part of the United Kingdom of Great Britain and Northern Ireland but has the peculiarity of enjoying a limited measure of constitutional devolution of powers. The sovereign parliament of the United Kingdom is the United Kingdom parliament at Westminster.

In 1920 when that parliament exercised authority over the whole of the British Isles it devolved, by the Government of Ireland Act of that year, certain of its powers, mostly its control over local affairs, on two new 'daughter' parliaments to be set up in Ireland at Dublin and at Belfast and provided that there should be co-operation between those parliaments by the nomination of representative members to a Council of Ireland. The Parliament of Northern Ireland at Belfast was set up in 1921 and Northern Ireland members were nominated to the Council but the Parliament of Southern Ireland as envisaged in the Act of 1920 never came into being. Instead, in 1922, the Irish Free State was established in that part of Ireland which later became known as Eire and, more recently, as the Republic of Ireland.

The educational system in Northern Ireland bears similarity to the system in England and Wales and Scotland but it has also an individuality deriving from the traditions of Irish education. For example, the voluntary element in school management is strong, there is a strength of technical schools and, following the practice of the Commissioners of National Education in Dublin before 1921 when the Government of Northern Ireland was set up, the salaries of primary teachers are paid by the Ministry of Education, the central authority, in full.

LEGAL BASIS

Among the powers conferred by the Government of Ireland Act of 1920 on the Parliament of Northern Ireland was the control of education. The control is absolute within the limits prescribed by the Act. The central organ of administration is the Ministry of Education and the authority of parliament is maintained through the person of the Minister of Education who is a member of the Northern Ireland Cabinet.

Public expenditure on education (1951): 8,870,000 pounds.

Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

Revised by the Ministry of Education, Belfast, in July 1953.

The principal current Acts of the Northern Ireland Parliament dealing with education and the welfare of children and young persons are: the Education Act (Northern Ireland), 1923; the Education Acts (Northern Ireland), 1947-50; the Youth Welfare Acts (Northern Ireland), 1938-47; the Children and Young Persons Act (Northern Ireland), 1950.

The Education Act (Northern Ireland), 1947, by which most of the 1923 Act is repealed, lays down the organization of the present statutory system of public education in three progressive stages known as primary education, secondary education and further education. It also imposes on the local education authorities the duty of contributing (so far as their powers extend) towards the spiritual, moral, mental and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the populations of their areas.

ADMINISTRATION AND FINANCE

The Ministry of Education

Although responsibility for many of the details of administration and for most of the executive work necessary for the maintenance of educational services has in turn been devolved by the Northern Ireland parliament on local education authorities, the working of these authorities is under the general supervision of the Ministry of Education.

The Ministry also exercises general and detailed supervision over education at the different stages; prescribes by Statutory Rules and Orders the conditions under which grants are made to schools; maintains a college for the training of teachers; makes grants towards the cost of the provision of new schools and their equipment and towards the cost of maintenance, alterations to and the improvement and equipment of existing schools; awards certain scholarships and exhibitions and makes grants for the encouragement of research, for the development of youth welfare and towards adult education, including the activities of the Council for the Encouragement of Music and

the Arts (Northern Ireland). Through its inspectors it maintains a close relationship with the schools and the schools are systematically inspected by them.

The Local Education Authorities

The councils of each of the six counties and of the two county boroughs have been constituted local education authorities for the areas which they serve. With the exception of a few reserved functions which are exercised by the councils themselves, the duties and powers of the councils as local education authorities are exercised through education committees consisting of persons appointed by the council of the county or county borough to represent district interests and also of persons appointed by the Minister of Education to represent those voluntary managers who have transferred their schools to the management of the education committee.

The duties and powers of the local education authorities are prescribed by the Education Acts and cover almost every educational service. They are required to make adequate provision for all forms of education other than university education, agricultural education and education at corrective training schools, either alone or in co-operation with other education authorities or agencies. Their duties and powers include providing and maintaining county schools, granting aid under certain conditions towards the cost of maintaining voluntary schools, awarding scholarships to promising pupils in attendance at schools or institutions where fees are charged, providing meals and milk, free books and transport for pupils attending schools where no fees are charged, enforcing school attendance, regulating the employment of children and young persons, providing board and lodging where necessary, assisting educational research and making available facilities for recreation and for social and physical training.

Management of Schools

Schools are managed either by the local education authorities or by voluntary managers. In the former case they are known as 'county' schools and in the latter as 'voluntary' schools. County schools are maintained by public funds and voluntary schools receive generous assistance from those funds. There is provision in the Education Acts for managers to transfer voluntary schools under agreed conditions to the local education authorities and between 1921 and the present time some 500 schools have been so transferred. Rather more than half, however, of the primary, about one-third of the secondary intermediate and most of the secondary grammar schools have remained in this voluntary category. The general management of voluntary schools, including the appointment of teachers, is in the hands of individual (usually clerical, Protestant or Roman Catholic) managers, school committees or boards of governors.

Finance

The following is a summary of the main grants payable by the Ministry of Education towards the provision of educational services:

1. One hundred per cent of the cost of teachers' salaries in primary, intermediate and special schools, county grammar schools and institutions of further education; 100 per cent of the approved expenditure of local education authorities on transport, scholarships, superannuation and National Insurance contributions for teachers, and certain other items. A contribution is made by local education authorities towards this expenditure by the Ministry.
2. One hundred per cent of the approved expenditure of local education authorities on the provision of milk and meals in schools.
3. Sixty-five per cent of the approved expenditure of local education authorities on other educational services.
4. Sixty-five per cent of the approved expenditure of voluntary managers on the erection or alteration and equipment of school buildings and on their external maintenance.
5. Capitation grant (£7, £11 or £16 per pupil per annum) and the incremental portion of teachers' salaries to voluntary grammar schools.

The local education authorities also pay grants to the managers of voluntary, primary and intermediate schools at the rate of 65 per cent of the approved cost of heating, lighting, cleaning and internal maintenance and at the rate of 100 per cent where the school is managed by a statutory committee.

ORGANIZATION

Primary Education

Primary education is provided in primary schools for children up to 11½ years of age. It is also provided in preparatory departments operated by some of the secondary grammar schools. The lower limit of compulsory school attendance is 5 years of age but local education authorities are empowered to prescribe by bye-law the age of 5½ years or 6 years as the lower limit in the whole or in part of their areas. Primary schools which are used mainly for the purpose of providing education for children who have attained the age of 2 years but have not attained the age of 5 years are known as nursery schools.

Primary schools aim to equip children with the fundamentals of knowledge; the curriculum includes English, arithmetic, geography, history, nature study, art, needlework, handwork, music and physical education.

Secondary Education, Special Schools and Training Schools

The transfer from primary to secondary education takes place at around the age of 11½ years. Pupils who have shown, by attaining a qualifying standard at an open examination conducted by the Ministry of Education, that they would profit from an academic course, pass to the secondary grammar schools; the majority, however, are transferred to secondary intermediate schools or, as an interim measure, until sufficient of these schools have been provided, remain in attendance at unreorganized primary schools until the upper age limit of compulsory school attendance has been attained. This is prescribed at 15

years, reduced temporarily by regulation to 14 years until a date not later than 1957. There is also provision in the 1947 Education Act for extending the upper limit to 16 years as soon as circumstances permit.

Secondary intermediate schools provide a general course with a bias towards practical subjects. There are no public examinations arranged solely for this type of school. Technical intermediate schools are intermediate schools organized in association with institutions of further education and admit pupils at about 13 years of age for a pre-vocational course of two to four years' duration. Grammar schools provide a general academic course leading up to university entrance level; pupils normally take two public examinations conducted by the Ministry of Education, the Junior Certificate Examination at about the age of 15 years and the Senior Certificate Examination at about the age of 17 years.

Children who are handicapped either mentally or physically are, if the degree of handicap is serious, educated at special schools and the upper limit of compulsory school attendance in their case is 16 years. Arrangements for the management of these schools are similar to those obtaining for primary and secondary schools.

Children who are delinquent or who on account of circumstances at home are in need of proper guardianship are provided for in training schools managed either by voluntary managers, local authorities or the Ministry of Home Affairs for Northern Ireland. The Ministry of Home Affairs, not the Ministry of Education, is responsible for the general supervision of these schools and they are operated under the Children and Young Persons Act (Northern Ireland), 1950, and not the Education Acts. The children attending them are either committed by order of the Court or are sent to them by welfare authorities or charitable organizations. They receive their education either at the schools themselves or at ordinary schools in the neighbourhood and, as they can be retained until they attain 19 years of age, facilities for further education are also provided.

Further Education, Including Agricultural Education

Further education, the third stage in the statutory system, may be pursued by young people over compulsory school age and by adults. It is not compulsory but a wide and attractive variety of courses is offered, principally in the institutions of further education (or technical colleges) and

the demand is high. Most of these institutions have associated with them technical intermediate schools, secondary intermediate schools of a special type to which pupils are admitted at about 13 years of age for a pre-vocational course of two or three years' duration.

Agricultural education is under the supervision of the Ministry of Agriculture, not the Ministry of Education, and agricultural colleges are maintained by that Ministry. In addition the county agricultural committees provide part-time agricultural classes for the farming community in centres throughout Northern Ireland during the winter months.

In addition to the undergraduate courses offered by the Queen's University of Belfast, the Joint Committee for Adult Education, a committee representative of the University, the Workers' Educational Association, the Ministry of Education and the local education authorities, provides courses of lectures mainly for adults on subjects of philosophical, scientific, economic, historical, literary and artistic interest. The Council for the Encouragement of Music and the Arts (Northern Ireland) has as its object the maintaining of the standard of the arts and the according of opportunities to the people of Northern Ireland of becoming familiar with what is best in painting, sculpture, architecture, drama and music.

University Education

In the field of independent education at the further education level there are university establishments: the Queen's University of Belfast, the Magee University College, Londonderry and two theological training colleges. These university institutions are completely free from public control but, nevertheless, apart from the theological colleges, they receive direct assistance from public funds apart from any public monies attributable by way of scholarships held by students in attendance.

INDEPENDENT SCHOOLS

No information about independent (private) schools will be available until Part II of the Education Act of 1947 is brought into operation. Most of those existing are kindergartens or of preparatory standard or exist to provide special tuition for specific purposes, for example, preparation for university matriculation or entrance exami-

GLOSSARY

grammar school: general secondary school.

independent school: private school providing pre-primary and/or primary and/or general secondary education.

nursery school: pre-primary school.

preparatory department of grammar school: primary classes attached to a general secondary school.

secondary intermediate school: lower general secondary school with pre-vocational bias.

special school: school providing primary and secondary education for mentally or physically handicapped children.

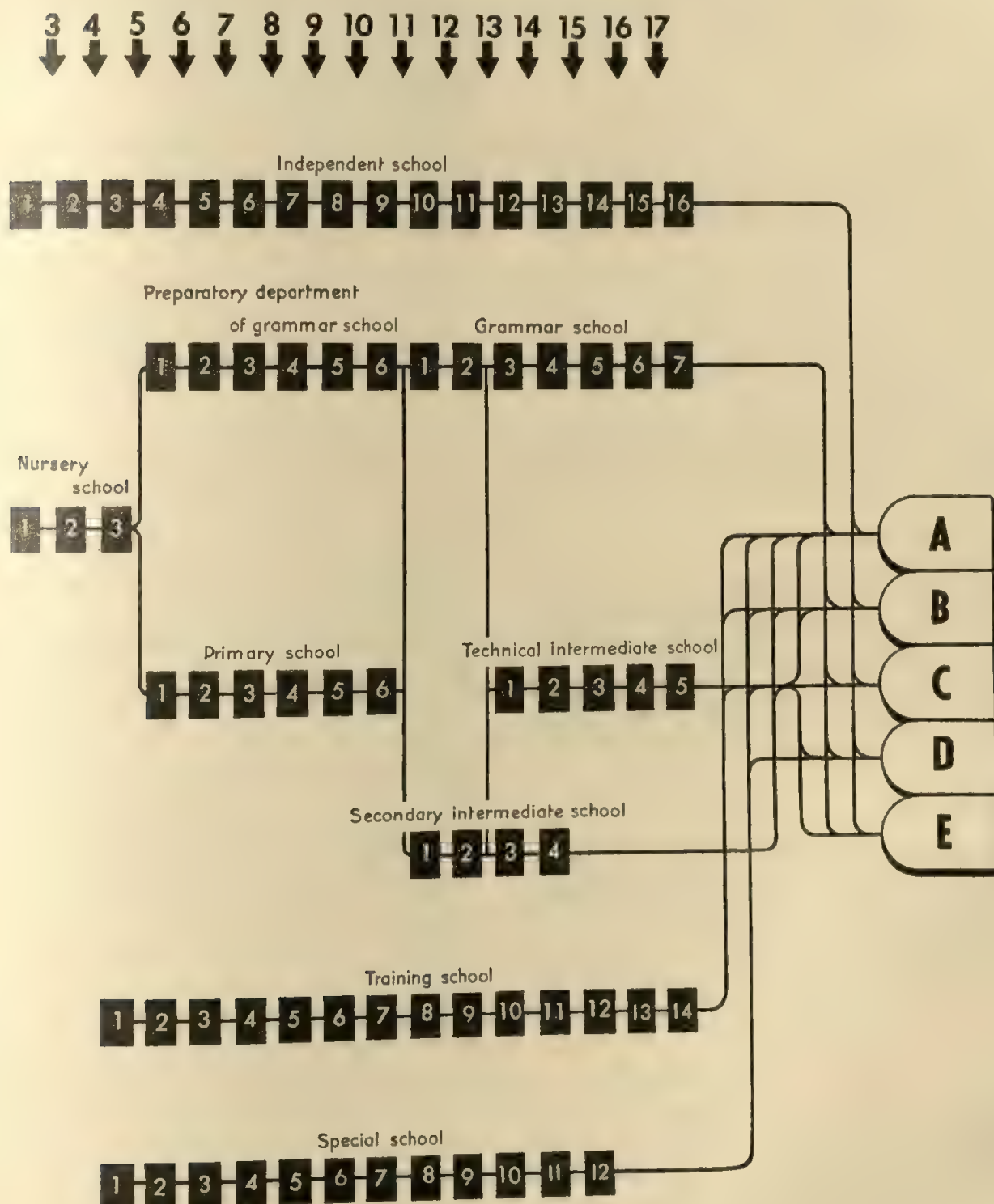
technical intermediate school: vocational secondary school.

training school: school providing primary and secondary education for delinquent or vagrant children.

INSTITUTIONS AT POST-SECONDARY LEVEL

- A. Adult education centres.
- B. Establishments of further education: institutions offering full-time and part-time courses, mainly vocational in nature.
- C. Agricultural colleges.
- D. Universities (all faculties).
- E. Teacher-training colleges.

DIAGRAM



nations for admission to certain professions or businesses. Where children of compulsory school age are in attendance a parent may be prosecuted if the local education authority is of the opinion that his child is not receiving a satisfactory education.

TRAINING AND STATUS OF TEACHERS

The qualification normally required of teachers is a certificate from a recognized training college or an approved university degree. There are two training colleges in Northern Ireland, one undenominational and maintained by the Ministry of Education and the other under voluntary Roman Catholic management. Admission to the colleges is by examination followed by selective interview and successful applicants are awarded training scholarships by the Ministry. The appointment and promotion of teachers is a matter for the management of each school subject to the conditions laid down in the Education Acts and there is also provision for an appeal to the Ministry if a teacher feels that he or she has been wrongfully dismissed. The normal retiring age is 60 to 65 and a superannuation allowance is payable partly from contributions deducted monthly from the teacher's salary and partly from public funds.

THE SCHOOL HEALTH SERVICE

The operation of the school health service is a function of the Ministry of Health and Local Government for Northern Ireland and the (county) health authorities under the Education Acts. Under these Acts free medical and dental treatment is provided for children in full-time attendance at all recognized schools and parents are required to present their children for medical inspection. Physical education is an ordinary part of the curriculum of all schools.

YOUTH WELFARE

The promotion of youth welfare is encouraged by the Youth Welfare Acts (Northern Ireland), 1938-47. A statutory youth committee has been formed to advise the Ministry of Education on the facilities needed to encourage youth welfare, physical training and recreation by providing among its other functions, courses and lectures in accordance with local needs. The Ministry may pay by way of grant up to 75 per cent of the approved expenditure of both central and local youth organizations.

SPECIAL PROBLEMS AND RECENT TRENDS

The Education Act (Northern Ireland), 1947, which came into force on 1 April 1948, was based on a wider and more liberal conception of education than any previous legislation. In the wording of the Act, education authorities were required to afford for all pupils opportunities for education offering such variety of instruction and

training as may be desirable in view of their different ages, abilities and aptitudes. The framework laid down was the organization of education into the three progressive stages of primary, secondary and further education. The years since 1948 have largely been a transitional period during which existing facilities have been adapted to this new framework and additional facilities planned to meet the wider conception of education.

The 1947 Act made compulsory in Northern Ireland for the first time the provision of secondary education for all pupils; under the pre-1948 system, primary schools provided education for the majority of pupils up to the school-leaving age. To cater for the differing abilities and aptitudes of secondary school pupils, different types of schools were now required. For children who would benefit from an academic type of education, there already existed grammar schools, although not to a sufficient extent to provide places for the greater numbers now seeking such an education. Technical schools were already available in considerable degree for those for whom a secondary education with a technical bias was suitable. But to provide the type of secondary education suited to the majority of pupils, no schools existed in 1948. The building of the schools required will take some years and in the meantime many children will have to remain at the primary schools after attaining the normal age of transfer to secondary education.

Among the problems arising out of the new system is the method of selection of pupils for the different types of secondary education. The examination which tests suitability for grammar school education is based mainly on written attainment papers in English and arithmetic; in 'borderline' cases additional criteria, e.g. intelligence quotients and teachers' estimates, are taken into account. The selection machinery is still the subject of research and inquiry.

Since no schools of the secondary intermediate type existed in Northern Ireland before 1948, practical experience in the kind of education to be provided was lacking. By the adaption of buildings formerly used as primary schools it was possible to set up soon after 1948 a number of these schools, which have proved invaluable as testing grounds for the curricula of the new schools now being built or to be built. It became evident that the great variance of intelligence and attainment among the pupils made essential a flexible organization, a wide range of subjects and a variety of teaching methods with an emphasis on training through practical work.

The necessary expansion of the facilities for further education has been to some extent delayed by the pressing demands of other types of schools but plans are now being made for new buildings and the extension and improvement of existing buildings. Among matters under examination are the relation of institutions of further education with universities and with industry and commerce.

Facilities in Northern Ireland for the education of children with mental and physical handicaps prior to 1948 were poor and remain inadequate. Plans for additional day and residential schools for various categories of handicapped pupils, in particular educationally subnormal pupils, are well advanced and more special classes in ordinary schools are being set up.

School Buildings

The new provisions of the 1947 Act alone set a formidable school building task. About 200 new secondary intermediate schools were required, more grammar school accommodation was urgently needed, and facilities for further education and for special educational treatment had to be improved. In addition, however, there was the leeway of the war years to be made up in the repair and replacement of all types of schools and the shortage of accommodation was aggravated by the rise in the school population resulting from the higher birthrate from 1941 onwards. It was also necessary to plan additional accommodation to enable the school-leaving age to be raised to 15 as soon as possible and eventually to 16. The early years after 1948 were to a large extent taken up with the preparation of plans but an immense acceleration in the rate of building has since taken place. Capital investment on school building rose from £500,000 in 1950 to £2,500,000 in 1952; the estimated figure for 1953 is £3 million and further expansion of the building programme is planned.

Training of Teachers

Shortage of trained teachers has led to over-large classes in many schools and to the employment of untrained teachers.

The problem has been worsened by the rise in the school population and by the extension of the basic period of training at the teachers' training colleges to three years. Strenuous measures have been taken to combat the problem. In the years 1946-49 over 400 ex-service men and women were trained in an emergency training college and the numbers admitted to the ordinary training colleges have almost trebled as compared with pre-war years. While these measures will now enable progress to be made in the replacement of untrained teachers and the reduction of the size of classes, the raising of the school-leaving age at a date not later than 1957 will create a demand for more teachers and the increased training programme will remain essential for some years.

Transport

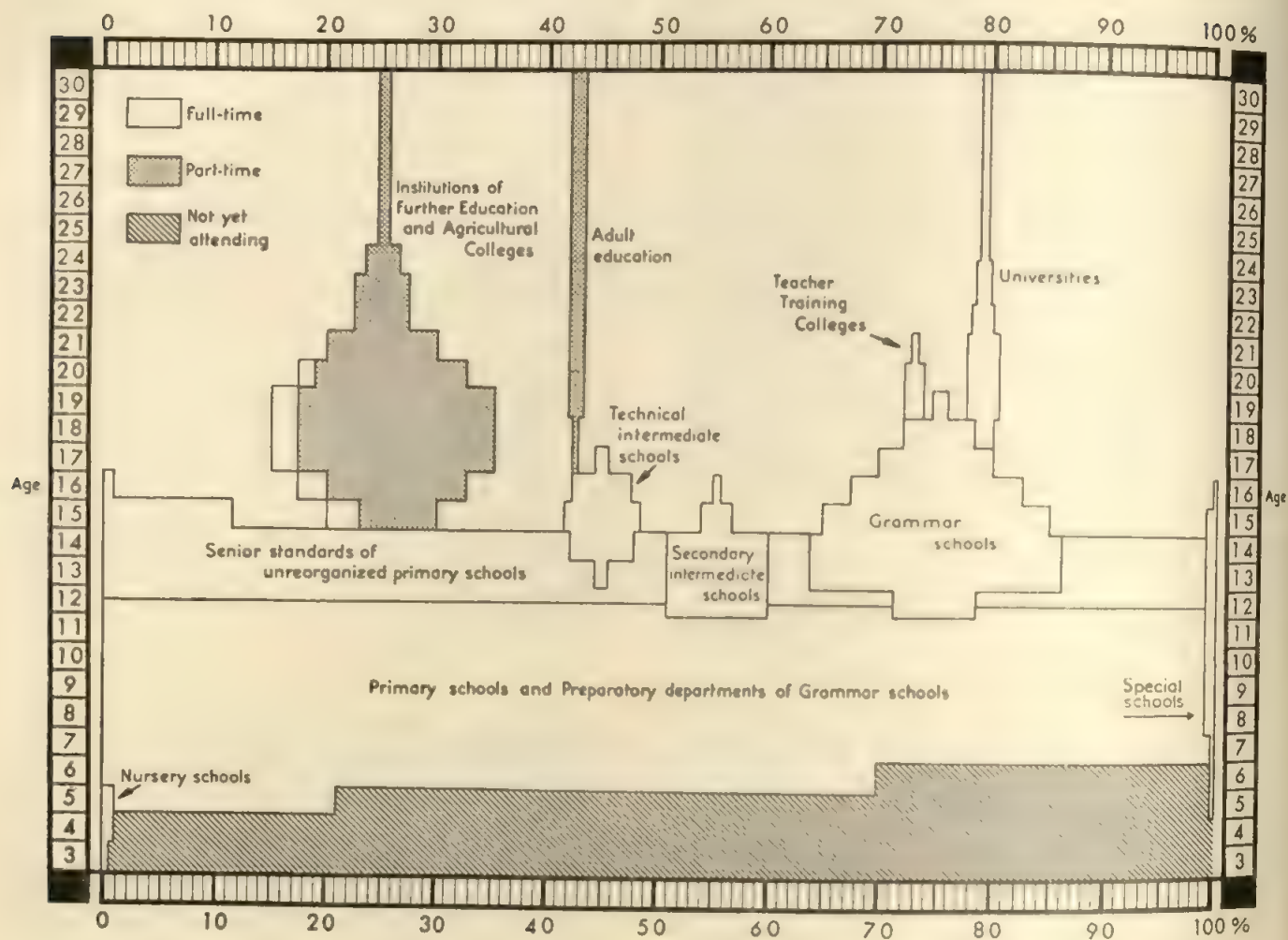
The scattered nature of the rural population makes for difficulties in arranging transport for schoolchildren and the expansion of secondary education will increase these difficulties since secondary schools, having a relatively larger enrolment than primary schools, draw their pupils from a wider area. The local education authorities, on whom the responsibility for making such transport arrangements as are necessary falls, have relied mainly on public transport but they have also in remoter areas instituted special services.

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PERCENTAGE OF THE POPULATION ATTENDING EDUCATIONAL ESTABLISHMENTS IN 1951



Prepared by Ministry of Education, Belfast.

I. HIGHER EDUCATION, 1950

Faculty	Number of faculties	Students enrolled		Faculty	Number of faculties	Students enrolled	
		Total	F.			Total	F.
Total	12	2 380	563				
Arts (and music)	2	668	310	Dentistry	1	89	10
Law	1	85	11	Education	1	31	11
Medicine	1	595	117	Economics (and social studies)	2	98	28
Science	1	333	71	Engineering ¹	2	416	4
Agriculture	1	65	1				

Source. Northern Ireland, Ministry of Education, Belfast.

Note. Figures refer to educational establishments providing higher education at university level, not including colleges of theology.

1. Including technology and applied sciences.

2. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Nursery schools and centres	21	22	22	610	299
Primary					
County primary	713				
Voluntary primary	918	5 707	3 888	187 991	91 503
Preparatory departments of county and voluntary grammar schools	53	218	184	5 212	3 089
Secondary					
<i>General</i>					
County intermediate	10				
Voluntary intermediate	2	257	113	6 696	3 336
County grammar	15				
Voluntary grammar	64	1 225	600	23 174	11 396
<i>Technical</i>					
Technical intermediate	29			4 578	1 982
Institutions of further education	120	526	...	27 024	13 737
Agricultural colleges	3	13	7	124	79
Teacher-training colleges	2	...	...	...	...
Higher					
Universities	12	252	32	2 380	563
Theological colleges	2	...	...	...	...
Special					
Special schools	5				
Hospital schools	8	51	42	711	329
Schools for delinquent children	6	10	...	325	61

Source. Northern Ireland. Ministry of Education. Belfast.

Note. Data refer only to government and grant-aided schools managed by local education authorities or by voluntary bodies.

1. Queen's University of Belfast and Magee University College.

3. AGE-SEX DISTRIBUTION OF PUPILS
IN GRANT-AIDED PRIMARY AND SECONDARY SCHOOLS IN 1950/51

Age	Number of pupils enrolled			Percentage of pupils enrolled					
				By sex for each age			By age for each sex		
	Total	M.	F.	Total	M.	F.	Total	M.	F.
Total	228 972	117 038	111 934	100.0	51.1	48.9	100.0	100.0	100.0
6 —	24 020	12 117	11 906	100.0	50.4	49.6	10.5	10.4	10.6
6	25 469	12 913	12 556	100.0	50.7	49.3	11.1	11.0	11.2
7	26 049	13 333	12 716	100.0	51.2	48.8	11.4	11.4	11.4
8	24 721	12 632	12 089	100.0	51.1	48.9	10.8	10.8	10.8
9	22 493	11 684	10 809	100.0	51.9	48.1	9.8	10.0	9.7
10	22 229	11 383	10 846	100.0	51.2	48.8	9.7	9.7	9.7
11	22 274	11 264	11 010	100.0	50.6	49.4	9.7	9.6	9.8
12	22 247	11 357	10 890	100.0	51.0	49.0	9.7	9.7	9.7
13	21 236	10 885	10 351	100.0	51.3	48.7	9.3	9.3	9.2
14	9 184	4 722	4 462	100.0	51.4	48.6	4.0	4.0	4.0
15	4 533	2 366	2 167	100.0	52.2	47.8	2.0	2.0	1.9
16	2 735	1 395	1 340	100.0	51.0	49.0	1.2	1.2	1.2
17	1 384	760	624	100.0	54.9	45.1	0.6	0.6	0.6
18	331	195	136	100.0	58.9	41.1	0.2	0.2	0.1
19	64	32	32	100.0	50.0	50.0	0.0	0.0	0.0

Source. Northern Ireland. Ministry of Education. Belfast.

Note. 'Grant-aided' is a statutory expression defined in the Education Act of 1947, and includes schools entirely financed out of public funds as well as voluntary schools.

SOUTHERN RHODESIA

Total population (1952 midyear estimate): 2,232,900. 1951 census: African, 93.2 per cent; Asiatic, 0.2 per cent; coloured, 0.3 per cent; European, 6.3 per cent.

Total area: 389,000 square kilometres; 150,200 square miles.

Population density: 5.7 per square kilometre; 15 per square mile.

Population within school age limits (European, as at 8 July 1952, compulsory ages 7 to 15): 23,440.

Total enrolment, within school age limits: European, 23,200; Asiatic, coloured, 3,200.

Enrolment of girls as percentage of total: European schools, 48 per cent; coloured and Asiatic schools, 48 per cent; African schools, 43 per cent.

Pupil-teacher ratio: 22 in all European schools, 28 in all coloured and Asiatic schools, 33 in all African schools.

Illiteracy rate: not known (estimated extremely low for Europeans,

a little higher for Asiatics and coloured, considerably higher among Africans).

National income (1951 estimate): 99,200,000 pounds (including African subsistence income).

Public expenditure on education:

European, coloured, Asiatic (year ended 1 March 1951), 1,856,109 pounds; African (1951/52), 874,317 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Prepared by the Education Department, Southern Rhodesia, revised in April 1953 and sent through the Commonwealth Relations Office, London.

The colony of Southern Rhodesia obtained responsible government in 1923 and has a parliament of 30 members and a cabinet of seven. The Queen is represented by a Governor who presides over the Executive Council.

A country with a plural population, Southern Rhodesia makes separate administrative provision for non-African and African education. The education of European and non-European (Asiatic and coloured) children is controlled by the Education Department; African education is the responsibility of the Department of Native Affairs. The corresponding school systems vary enough to warrant separate descriptions.

EUROPEAN, ASIATIC AND COLOURED EDUCATION

Education in Southern Rhodesia follows the pattern of the British system, with adaptations where necessary to the special needs of the colony.

LEGAL BASIS

European and non-European education is governed by the Education Act of 1938. This Act provides for the compulsory education of all Europeans from the beginning of the school term after they attain the age of 7 years to the end of the term in which the age of 15 is reached. A similar provision for non-European children is modified to the extent that attendance at school is not compulsory unless the child lives within three miles of a school providing suitable facilities. The Act further stipulates that English shall be the sole medium of instruction in all classes of every government and every aided school. In terms of the Act, one half-hour every morning is at the disposal of ministers of recognized religious denominations for religious

instruction. Provision is also made for the recognition of private schools.

ADMINISTRATION

The Education Department, under the Minister for Education, is responsible for the organization, supervision and control of education under the Act. It consists of two branches, the administrative and teaching branch, under the Chief Education Officer, and the inspectorate, under the Chief Inspector of Schools. Both branches are responsible to the Secretary for Education, who is in turn responsible to the Minister.

The administrative section deals with the administration of the department as a whole, including: the determination and implementation of policy; the building, maintenance and staffing of schools and hostels; the collection of revenue and payment of salaries and accounts; the organization and management of examinations; the issue of supplies to schools; and educational aids, including the school broadcasting service.

The functions of the inspectorate are both inspectorial and advisory. They include assessment of the work of teachers and the standards in the schools, full inspection of schools and the giving of advice to teachers and heads. Details of inspections are submitted to the Minister in the form of reports.

The Education Act provides for the establishment at any government school of a school council. These are advisory bodies, whose function is to make recommendations to the Secretary for Education in all matters connected with the welfare of the pupils. Many schools also have flourishing parent-teacher associations.

Private schools, both primary and secondary, are chiefly in the hands of religious bodies. In many cases generous financial assistance is given by the government, and all are open to departmental inspection at any time.

In these schools the secondary course is largely academic.

Funds are voted by parliament and disbursed through the Education Department.

ORGANIZATION

The majority of pupils attend government schools, and over 5,000 of them are boarders. There are no tuition fees; boarding fees are sub-economic, and boarding grants are made to necessitous parents. Present policy is to reduce the number of boarders as far as possible by opening small primary schools in the less heavily populated areas.

Pre-kindergarten Education

There are no government nursery schools. Some such schools are however developing through private enterprise, assisted by government grants.

Kindergarten and Primary Education

A child may enter a government primary school at the beginning of the year during which he attains the age of 6. The normal course followed is then two years in the kindergarten and five years in the primary classes. A later entrant, at the compulsory age of 7, usually omits one of these years, preferably one of the kindergarten classes. The primary schools are largely co-educational, but there are a few single-sex schools.

Part of the primary system is the correspondence school, with an enrolment of almost 1,000 pupils, intended for children who live in remote areas or who are for any reason unable to attend school. Isolated small groups on farms or mines may also attend an aided farm school, a single-teacher unit organized with government assistance, but the number of these is lessening as more small primary schools are built.

Secondary Education

The normal age for transfer to the secondary school is 12 plus which ensures a minimum of three years' secondary education. Courses available are:

Academic. This leads to the Cambridge Overseas School Certificate at the end of either four or five years. The examination gives a possible matriculation exemption, and close liaison is maintained with the Joint Matriculation Board of the Union of South Africa, on which board the colony is represented, to safeguard the interests of pupils proceeding to South African universities. Post-certificate work is encouraged, with children remaining to sit for the higher school certificate.

General secondary. This is a non-academic, more practical course. It is not directed towards external examinations, but culminates in the department's school-leaving certificate, which tests particularly the pupil's ability in English and arithmetic.

All secondary schools are bilateral, offering one or other of the two courses. (A general secondary course is also

provided in secondary classes in certain country primary schools.) There is no selective examination at the time of transfer; the choice of course is made by the parents in consultation with the head of the school, first on the child's leaving the primary school and again when a definitive decision is made at the end of the first secondary year.

Continued Education

Classes in technical, commercial and cultural subjects are held in Bulawayo, Salisbury, Umtali, Gwelo and Que Que. With the co-operation of employers apprentice classes are held partly in the apprentices' time and partly in the employers'.

A technical college has recently been established in Bulawayo. This provides full-time and part-time classes in technical and commercial subjects.

University Education

A Rhodesian University is planned, and certain courses have been begun; a building has been purchased in Salisbury, but it will be some time before the building programme is completed and the main faculties are established.

Most of the students proceeding to universities—and the proportion is high—go to the Union of South Africa, with a smaller number going to Britain and elsewhere. The colony is fortunate in its bursaries and scholarships; these include six government university bursaries, eight Beit university bursaries, two Beit junior engineering scholarships, with one senior scholarship and two fellowships, and three Rhodes scholarships to Oxford University. In addition study grants and loans are made for approved professional or vocational training.

Special Education

Provision for the higher grade mentally deviate children is by way of special classes in established schools. The lower grade deviates, who are rated as ineducable, may be sent to special institutions in the Union, with government assistance.

Similar provision is made for physical deviates, as the range of defects is too great and the number of cases too small to warrant the provision of appropriate institutions in the colony.

A full-time educational psychologist has now been appointed to give advice in the field of special education.

Educational Aids

These are under the control of an educational aids officer, with a staff of five. His office is responsible for school broadcasts, films, filmstrips and all visual aids, including the issue of supplies to schools and advice on the use of aids. The office also acts as the United Nations Volunteer Education Centre.

Teacher Training

Since 1940 prospective Rhodesian teachers have been

trained at the Grahamstown Training College, and this policy will be continued until such time as a training college can be established in the colony. Grants of £75 per annum are made to approved students, and study loans may also be made available.

SCHOOL HEALTH SERVICE

This is administered by the Department of Health, whose officers carry out regular medical and dental inspections of schoolchildren.

TRENDS AND FUTURE POLICY

The most conspicuous feature of education in Southern Rhodesia in recent years has been the rapid and continued expansion of the service. The total population, European, coloured and Asiatic, of the colony has more than doubled in the space of 10 years. The Education Department therefore has made its prime object the maintenance of the standard of education, while not losing sight of the next steps of accepted policy. These include: the introduction of compulsory education for all non-European children; the raising of the school-leaving age to 16; the lowering by one year of the compulsory age of entry; and the establishment of government pre-kindergarten education.

AFRICAN EDUCATION

ADMINISTRATION

The chief administrative officer for African education is the Director of Native Education who is responsible to the Minister of Native Affairs through the Secretary for Native Affairs. He is assisted by a senior inspector and an administrative officer at headquarters. The country is divided into three divisions each controlled by a divisional inspector with several circuit inspectors on his staff. The inspectorate is responsible for paying regular visits to aided mission schools to ensure that they are adequately housed, staffed and equipped.

The largest part of African educational services is provided by the missions, each of which maintains an internal administrative system of its own. The government pays grants-in-aid in respect of satisfactory schools and discourages (though there is no formal prohibition) the establishment of unaided schools. Apart from its general supervisory and co-ordinating functions, the government has progressively taken more direct action in providing schools: large primary schools in urban areas, secondary and vocational schools where the need arises. These schools are under the control of the Director of Native Education.

Policy is discussed and recommendations to the Minister are made by an annual conference of representatives of the department and the missions. The joint conference appoints a standing committee which remains in being throughout the year.

Funds for education are provided by the African education vote passed annually by parliament; and some 80 per cent of the expenditure is devoted to grants to aided schools.

ORGANIZATION

In its main lines the African school system resembles the European and has expanded even more rapidly in recent years.

Primary education covers eight classes—Sub-standards A and B, Standards I to VI—and is designed to develop in pupils the necessary growth of socially desirable knowledge, aptitudes and skills. In rural areas the more common type of village primary school has a five- or six-year course only; this is regarded as a minimum requirement for literacy. The curriculum comprises the usual subjects: scripture, arithmetic, English, vernacular, nature study, hygiene, history, geography and physical training. Afternoon sessions are devoted to agriculture and manual training. The medium of instruction is the vernacular. A noticeable trend in this type of school has been the increase in the number of teachers: 10 years ago over half were one-teacher schools; in 1952 the proportion of one-teacher schools was only one-fifth. From the village school a pupil may proceed to a central primary school; this provides the full range of eight classes but serves mainly as a 'top' with Standards IV to VI for the surrounding villages. A boarding section is the rule, and central primary schools have extensive land, both for agricultural training and for growing the schools' food requirements. About one-third of the timetable is devoted to practical subjects, with a curriculum designed to be terminal. Upon completing the course pupils take a departmental Standard VI examination and may then leave school or proceed to secondary education. Urban primary schools offer the full eight-year course, with rather less of an agricultural bias, and tend to resemble their European counterparts.

Secondary schools, either government or mission, have a four-year general course leading to the Cambridge School Certificate examination which gives access to higher education. As there are still no facilities for university education within the country, students have to go abroad for such studies.

A number of trade schools provide vocational education at the secondary level. One of the best known, Dom-boshawa, is a residential school with three-year courses in agriculture, building, carpentry, hygiene and sanitation. The curriculum combines general subjects with practical instruction, the emphasis being on learning by doing.

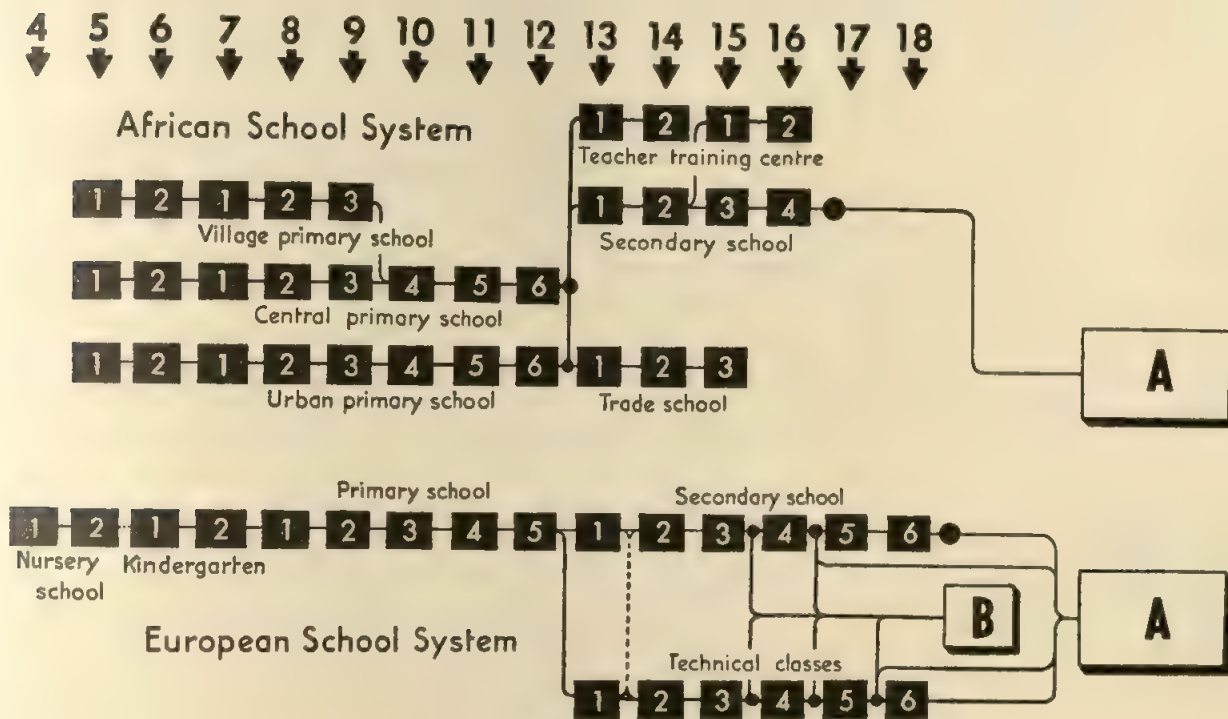
Special schools for the blind and physically handicapped have been established by missionary initiative.

Teacher Training

Teacher-training centres are usually maintained by missions as part of their school systems. Owing to the rapid increase of primary schools, the training of sufficient teachers has become a serious problem and steps have been taken to introduce emergency schemes.

Two types of course are the rule: the primary teachers' course (for incomplete village schools) for which the

DIAGRAM



GLOSSARY

AFRICAN SCHOOL SYSTEM

central primary school: rural primary school, with boarding section, serving a group of villages.

secondary school: general secondary school.

teacher-training centre: teacher-training school with lower and upper courses preparing teachers for lower and upper classes of primary schools respectively.

trade school: vocational training school with courses in agriculture, building, carpentry, hygiene and sanitation.

urban primary school: complete primary school in a town.

village primary school: lower primary school.

A. Higher education abroad.

EUROPEAN SCHOOL SYSTEM

nursery school: pre-primary school.

kindergarten: first two classes of primary school.

secondary school: general secondary school with two types of courses: *academic*, preparing for university, and *general*.

technical classes: vocational secondary course.

POST-SECONDARY EDUCATION

A. Higher education abroad.

B. Technical college (Bulawayo).

entrance requirement is the Standard IV certificate; and the higher primary course (for teachers of Standards IV to VI) open to those who have completed two years of secondary school. Both types of course last two years and combine general education with professional training.

ADULT EDUCATION AND COMMUNITY DEVELOPMENT

In towns considerable provision is made for afternoon and evening classes for adults, primary school buildings being used for this purpose. Domestic science classes for women and literacy and English classes for men are the most popular.

In rural areas a broad programme of community development is encouraged by the several government departments concerned (Agriculture, Health, Education), in collaboration with the missions. Mention should be made of the homecraft villages for women, where rural girls spend a year under typical conditions and learn to make the best use of available resources for home-making.

TRENDS AND PROBLEMS

During the past decade school enrolment has more than doubled, and the public demand for education continues to grow. The principal problem facing the department is

the shortage of buildings and teachers. While the majority of pupils are to be found in the lowest classes, there is a tendency for the children to stay at school longer, with a corresponding demand for central primary schools and various forms of post-primary education.

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- SOUTHERN RHODESIA. EDUCATION DEPARTMENT. *Report for the year 1951*. Salisbury, Government Stationery Office, 1952. 20 p.
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1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
EUROPEAN, ASIATIC AND COLOURED					
Primary and secondary					
European					
Government schools	114	921	615	22 021	9 957
Government-aided schools	15	}	}	}	}
Aided farm schools	9				
Recognized schools	9				
Asiatic and coloured					
Government schools					
Other schools	18	105	67	2 913	1 373
AFRICAN					
Primary					
Government schools	12	155	—	6 828	2 902
Government-aided schools	2 138	17 024	—	224 961	98 055
Government-aided evening schools	86	26	—	5 433	719
Other government-aided schools	3	10	—	151	43
Secondary					
General					
Government schools	1	18	—	287	66
Government-aided schools	8	23	—	456	57
Vocational					
Post-primary industrial government schools	2	5	—	374	13
Post-primary industrial government-aided schools	7	16	—	230	6
Teacher training					
Government-aided training schools	22	82	—	951	231

Sources. Southern Rhodesia. Central African Statistical Office. *Report on Education Statistics for Southern Rhodesia, 1952*. Salisbury, 1952. Education Department, Salisbury.

1. 173 teachers in primary schools also teach in the evening schools.

**2. CLASS AND SEX DISTRIBUTION OF PUPILS IN AFRICAN,
EUROPEAN, COLOURED AND ASIATIC SCHOOLS, 1951, 1952**

Standard or form	Enrolment		Percentage of pupils enrolled			
	Total	F.	By sex for each class		By class for each sex	
			Total	F.	Total	F.
European schools, July 1952						
Total	26 074	12 561	100.0	48.2	100.0	100.0
Below standard I	6 406	3 066	100.0	47.9	24.6	24.4
Standard I	2 808	1 367	100.0	48.7	10.8	10.9
Standard II	2 646	1 314	100.0	49.7	10.2	10.5
Standard III	2 517	1 233	100.0	49.0	9.6	9.8
Standard IV	2 452	1 242	100.0	50.6	9.4	9.9
Standard V	2 205	1 080	100.0	49.0	8.5	8.6
Form I	2 198	1 070	100.0	48.7	8.4	8.5
Form II	1 843	879	100.0	47.7	7.1	7.0
Form III	1 327	586	100.0	44.2	5.1	4.7
Form IV	996	453	100.0	45.5	3.8	3.6
Form V	451	193	100.0	42.8	1.7	1.5
Form VI	92	15	100.0	16.3	0.4	0.1
Ungraded	133	63	100.0	47.4	0.5	0.5
Coloured and Asiatic schools, July 1952						
Total	2 913	1 373	100.0	47.1	100.0	100.0
Below standard I	1 060	489	100.0	46.1	36.4	35.6
Standard I	318	161	100.0	50.6	10.9	11.7
Standard II	323	162	100.0	50.2	11.1	11.8
Standard III	336	169	100.0	50.3	11.5	12.3
Standard IV	349	170	100.0	48.7	12.0	12.4
Standard V	238	104	100.0	43.7	8.2	7.6
Form I	184	73	100.0	39.8	6.3	5.3
Form II	94	38	100.0	40.4	3.2	2.8
Form III	10	6	100.0	60.0	0.3	0.4
Form IV	1	1	100.0	100.0	0.0	0.1
Form V	—	—	—	—	—	—
Form VI	—	—	—	—	—	—
African schools, 1951						
Total	239 671	102 092	100.0	42.6	100.0	100.0
Below standard I	135 912	61 798	100.0	45.5	56.7	60.5
Standard I	39 742	17 448	100.0	43.9	16.6	17.1
Standard II	25 867	10 519	100.0	40.7	10.8	10.3
Standard III	18 508	6 610	100.0	35.7	7.7	6.5
Standard IV	8 370	2 749	100.0	32.8	3.5	2.7
Standard V	5 384	1 645	100.0	30.6	2.2	1.6
Standard VI	3 593	937	100.0	26.1	1.5	0.9
Form I	831	204	100.0	24.6	0.4	0.2
Form II	577	135	100.0	23.4	0.2	0.1
Form III	169	17	100.0	10.1	0.1	0.0
Form IV	81	9	100.0	11.1	0.0	0.0
Form V	33	2	100.0	6.1	0.0	0.0
Post-standard VI Industrial						
1st year	341	19	100.0	5.6	0.1	0.0
2nd year	263	—	100.0	—	0.1	—

Sources. Southern Rhodesia. Central African Statistical Office. *Report on Education Statistics for Southern Rhodesia, 1952*. Salisbury, 1952.
Education Department, Salisbury.

3. PUBLIC EXPENDITURE ON EDUCATION (in pounds)

Item	Amount	Percentage	Item	Amount	Percentage
European, Asiatic and coloured, 1952/53			African, 1951/52		
Total	2 438 050	100.0	Total	874 317	100.0
Administration, inspection, etc.	79 824	3.3	Administration, inspection, etc.	42 025	4.8
Teachers, matrons, salaries, etc.	1 414 446	58.4	Primary education (government)	45 160	5.2
Pre-school education	45 860	1.9	Secondary education		
Primary education			General (government)	28 500	3.3
Secondary education	522 220	21.6	Vocational (government)	28 662	3.3
Higher education			Subsidies granted to private and mission		
Post-school education			schools, including primary, secondary general		
Adult education	150	0.0	and vocational, teacher training, adult and		
Special education	1 450	0.1	special education	620 000	70.9
Subsidies granted to private schools	68 600	2.8	Scholarships	3 000	0.3
Capital expenditure	230 000	9.5	Capital expenditure	85 000	9.7
Other expenditure	36 500	1.5	Other expenditure	21 970	2.5
Government bursaries, grants and scholarships	39 000	1.6			

Source. Southern Rhodesia. Education Department. Salisbury.

Note. Figures represent an estimate based on the anticipated requirement for the fiscal year 1 April 1952-31 March 1953.

South Africa High Commission Territories

The three territories of Basutoland, Bechuanaland Protectorate and Swaziland are administered by the Commonwealth Relations Office in London through a High Commissioner appointed by the Queen. The High Commissioner also holds the office of High Commissioner for the United Kingdom in the Union of South Africa. His powers are similar to those of a Colonial Governor in regard to the three territories; and in each of them a Resident Commissioner is responsible for the conduct of internal government.

The High Commission Territories have many features in common with British Colonial and Trust Territories to the north: the system of administration and justice, the sharing of educational activities between government and volun-

tary agencies, the development of local authorities, and so on. In the field of finance the United Kingdom Colonial Development and Welfare Scheme has applied also to these territories. On the other hand, the proximity of the territories to the Union of South Africa has led to strong links with that country—largely economic, but also bearing considerably on education.

Because human and physical factors vary so much from one territory to the other, it seems advisable to review the three educational systems separately.

Revised by the High Commissioner for Basutoland, Bechuanaland and Swaziland in March 1953.

BASUTOLAND

Total population (1951 midyear estimate) : 578,000.
Total area: 30,000 square kilometres; 11,600 square miles.
Population density: 19 per square kilometre; 50 per square mile.
Population within age limits 5-17 (1946 census): 186,346.
Total enrolment (1951): 89,421.
Enrolment of girls as percentage of total: 67 per cent in primary schools.
Pupil-teacher ratio: 46 in primary schools.

LEGAL BASIS

The legal regulation of education is of recent origin. An Education Proclamation was formulated in 1947, setting out government responsibility for and powers in respect of education. The various elements of this policy are being put into force progressively by means of official regulations. The High Commissioner's Notice No. 1, 1948, laid down rules for the opening of registered and private schools, for the conditions of service of African teachers and for the payment of government grants-in-aid. Additional recent notices are: Proclamation No. 25 of 1951 (European education); No. 11 of 1951 (Appeals Committee); No. 34 of 1952 (Entrants and age of admission); No. 56 of 1952 (Membership of Advisory Boards).

Total revenue (1951): 988,603 pounds.
Public expenditure on education (1951): 156,267 pounds.
Cost per pupil (1948): net annual cost per enrolled pupil in primary schools maintained by the government, 4 pounds 3 shillings.

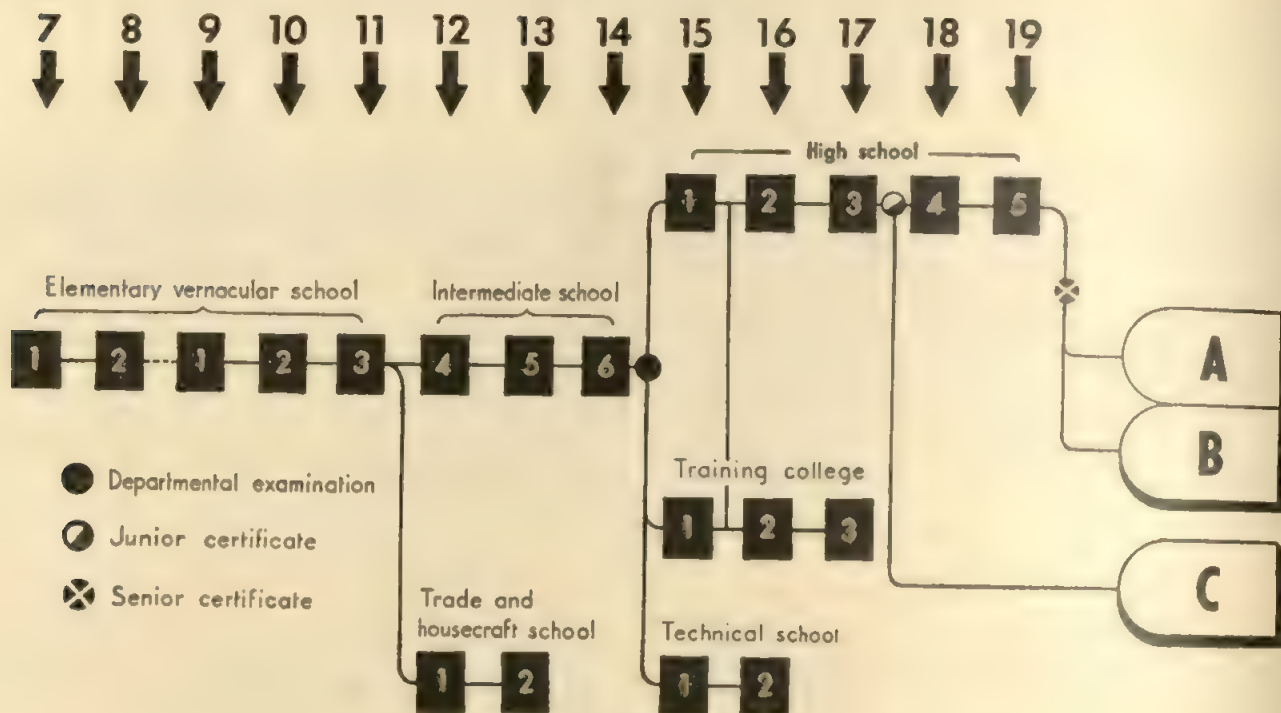
Official exchange rate: 1 pound = 2.80 U.S. dollars.

ADMINISTRATION

The Department of Education is headed by a director, and comprises a number of education officers and supervisors each of whom is responsible for a given area of the country. The director is generally responsible for the development of education and the maintenance of standards; he co-ordinates the efforts of the several educational agencies within the territory and establishes relations with agencies outside the territory (in the Union of South Africa) which supplement existing educational facilities. The department maintains a small number of schools at the upper primary and secondary level, but most of the schools are run by missionary bodies.

Three missionary societies have been particularly active in developing the school system. In each a Mission Secre-

DIAGRAM



GLOSSARY

elementary vernacular school: lower primary school with instruction in the vernacular and English as a subject.

high school: general secondary school.

intermediate school: upper primary school offering curriculum with a practical bias and with transition from vernacular to English as medium of instruction.

technical school: vocational training school.

trade and housecraft school: upper primary school with curriculum emphasizing pre-vocational subjects.

training college: teacher-training school

offering also a non-professional course of general secondary education.

EDUCATION OUTSIDE THE TERRITORY

- A. University.
- B. Domestic science teachers course.
- C. Agricultural course.

tary for Schools is the senior official, with responsibility for all the schools of the mission; local supervision is exercised by the school manager who is usually a missionary or parish priest.

Machinery exists at two levels for securing co-ordination between the government, missions and the public. District advisory committees have been set up to survey school needs, advise the Department of Education and make recommendations for the allocation of funds for school buildings. A central board on education brings together representatives from these district committees and from the missions and other government departments. The Paramount Chief and the Basutoland African National Teachers' Association also send representatives.

Finances for education are derived mainly from government revenue under the annual education vote. The larger part of the sum available is paid in grants to the missions to cover the cost of teachers' salaries, and the three mission secretaries for schools are accountable to the Department of Education for these expenditures. In addition, such sums as the missions raise for building purposes are

matched on a pound-for-pound basis by the government contributions from the Colonial Development and Welfare Scheme. Fees are not charged in primary schools; but secondary boarding institutions, both government and mission, do charge fees which approximately cover boarding costs.

ORGANIZATION

Primary education is provided in elementary vernacular schools and intermediate schools. The former are mission schools, and the medium of instruction is Sesuto, English being taught from the beginning by the direct method. The curriculum includes the usual subjects; however, gardening and handwork although obligatory subjects are limited by the number of trained teachers available. Intermediate schools include a few government establishments in important centres of population. Those maintained by missions are usually attached to elementary schools. More English is introduced until by the final year it becomes the language

of instruction. The curriculum provides for the teaching of practical subjects.

Primary school enrolment is high, considering the voluntary nature of schooling. While co-education is the rule, it is noteworthy that more girls than boys attend school—owing to the economic role of the boys in a pastoral society. Various devices have been tried—such as the shift system, attendance on alternate days and communal herding—in order to increase the attendance of boys at school.

At the end of the primary school course pupils take a departmental examination, on the results of which a number of bursaries are awarded for further study.

The secondary school course is modelled chiefly on the course given in the Union of South Africa. Several institutions provide a three-year course leading to the junior certificate examination; and three offer the two further years leading to the senior certificate.

Vocational schools are not numerous. Trade training at a secondary level is given at one government school and at an intermediate level in one mission school. An attempt has also been made to broaden pre-vocational education—by adding such subjects as domestic science and agriculture to the courses of intermediate schools.

The training of teachers is carried out by mission training colleges which usually have parallel courses for the teachers' certificate and the non-professional junior certificate. During the first year the course is identical for the two streams. The final examination for teachers is administered by the department.

Higher education is available to Basuto students in the Union of South Africa, and a certain number of scholarships are awarded for study at the University College of Fort Hare, and other universities. A few students also go to the United Kingdom for higher education.

EUROPEAN EDUCATION

A few primary schools are maintained by the department for children of European parents. Pupils continue their studies in adjacent schools of the Union of South Africa.

STATUS OF TEACHERS

The Education Proclamation and Rules lay down conditions of service for all African teachers in both public and mission schools. Such aspects as appointment, certification and salary schedules are thus standardized for the territory, and the government grant-in-aid system is designed to maintain fair salaries.

There is a vigorous teachers' union which is represented on the advisory boards.

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- . DEPARTMENT OF EDUCATION. *Annual report for the year 1951*. Maseru, 1952.
- . ——. *Syllabus for intermediate schools*. Maseru, 1951. 61 p.
- GREAT BRITAIN. OFFICE OF COMMONWEALTH RELATIONS. *Annual report on Basutoland for the year 1951*. (Colonial reports.) London, HMSO, 1952. 80 p.

1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
<i>Elementary vernacular schools</i>					
Government-aided	630	1 869	689	75 366	50 169
Partially aided	92			5 286	3 770
Private	101				
<i>Intermediate schools</i>					
Government	5			823	410
Government-aided	61			6 772	4 248
Secondary					
General ¹	8	52	18	1 151	393
Technical and vocational	2				
Higher					
University College	1	10	—	22	5

Source. Basutoland, Department of Education. *Annual Report for the Year 1951*. Maseru, 1952.

Note. Figures refer to non-European education only.

1. Including teacher training.

2. PUBLIC EXPENDITURE ON EDUCATION IN 1951/52 (in pounds)

Item	Amount
Direct expenditure	134 040
General school education	
Primary	104 683
Secondary	5 498
Vocational education	
Training schools and courses ¹	13 106
Other vocational schools and courses	10 253
Post-secondary education	
Arts and science courses ²	500
Indirect expenditure	17 868
Administration and inspection	11 534
Scholarships	1 974
Buildings, furniture and apparatus	2 310
Miscellaneous	2 050

Source. Basutoland, Department of Education. *Annual Report for the Year 1951*. Maseru 1952.

Note. Figures refer to the official year ending 31 March 1952.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

1. Including mission secondary schools.

2. Annual grant to University College, Fort Hare.

BECHUANALAND

(U.K. Protectorate)

Total population (1951 midyear estimate): 290,000.
Total area: 712,000 square kilometres; 275,000 square miles.
Population density: 0.4 per square kilometre; 1 per square mile.
Enrolment of girls as percentage of total: 63 per cent in primary schools.
Pupil-teacher ratio: 34 in primary schools.

LEGAL BASIS

In conformity with the principles of indirect rule, the Education Proclamation of 1938 empowered the Resident Commissioner to frame rules for the establishment and conduct of schools in the protectorate.

These rules are embodied in High Commissioner's Notice No. 110 of 1938 which *inter alia* specifies the composition of tribal school committees, defines the relative powers and functions of these committees and the Education Department and gives directions for the establishment and general conduct of African schools.

ADMINISTRATION

The Department of Education is headed by a director and comprises a number of education officers and supervisors. The department runs a certain number of schools and co-ordinates and controls the general school system of the Protectorate.

The larger part of the schools are a tribal responsibility. The Bechuana proper are divided into eight main tribes, each with its own native authority, treasury and tribal boundaries, and there has been a progressive transfer of schools from mission or government agencies to the local control of district school committees. These committees have been set up by statute; they comprise representatives of the government and missions, but the majority of members are tribal delegates.

In his administration the Director of Education is assisted by certain advisory and professional bodies: the Advisory Board for African Education, representing the various African authorities; the Protectorate African Teachers' Association; and a Tswana orthography committee.

Revenue for education is derived from two main sources: the Education Department Vote of the Protectorate Government and the Native Treasuries which raise local taxes and levies. Certain funds are also available under the Colonial Development and Welfare Scheme.

Total revenue (1949): 568,438 pounds.
Public expenditure on education (1949): 100,455 pounds.
Cost per pupil (1949): 5 pounds 9 shillings and 6 pence approximately for all races.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

ORGANIZATION

The primary school course covers eight years—two sub-standards and six standards. Various incomplete forms of primary school are found in centres with small populations. The vernacular medium is used. At the completion of the course pupils take a departmental examination.

Junior secondary education is available at one mission and one government school. The curricula and examinations follow the pattern adopted by the Union of South Africa.

With the exception of one homecraft training centre there are as yet no vocational education facilities in the Protectorate. A number of students go to the Union or to Southern Rhodesia for technical courses.

Teachers for the primary schools receive a three-year course in a residential government training college; both general and professional subjects are included, and particular attention is given to agricultural and home economics work.

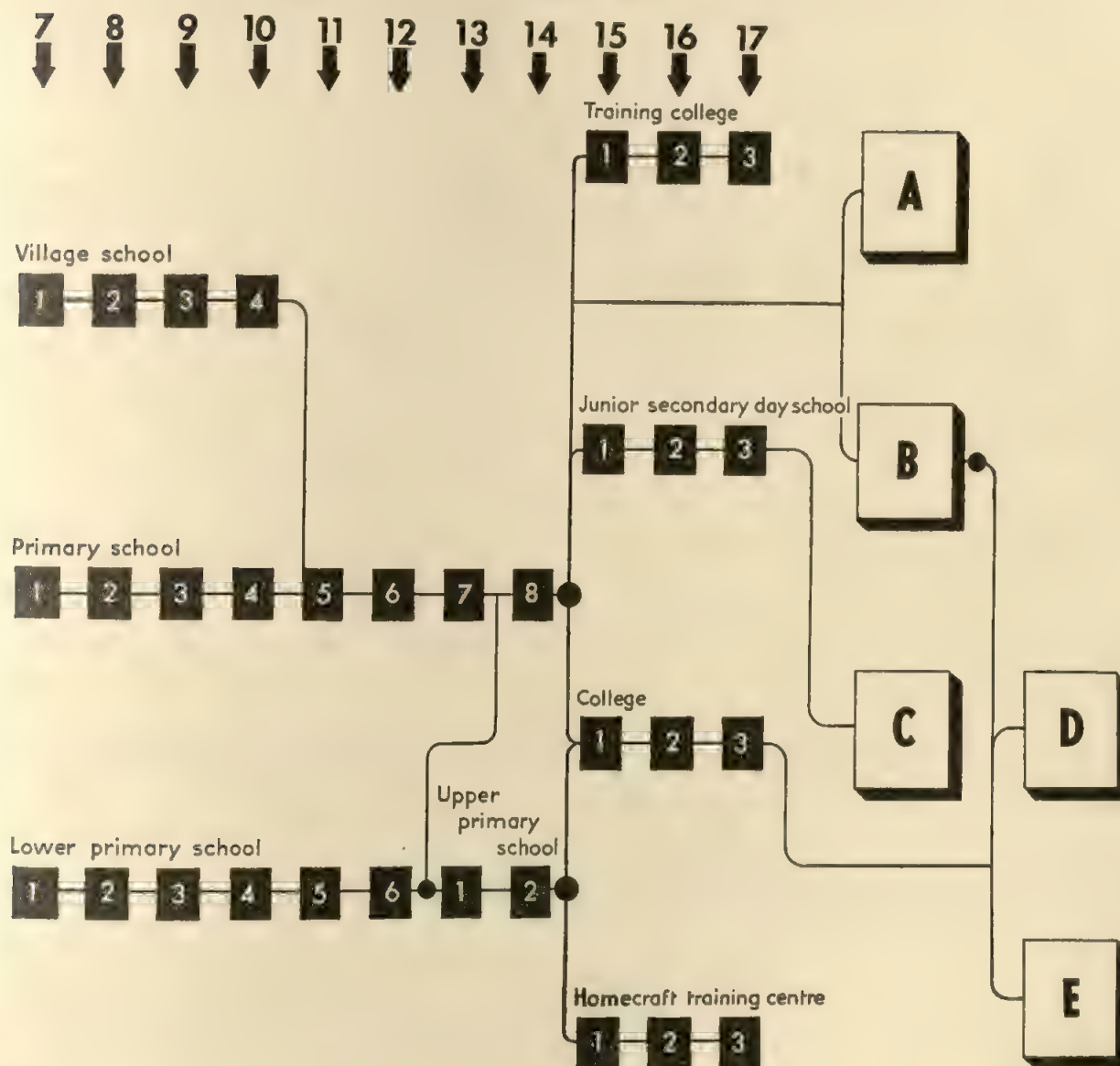
OTHER POPULATION GROUPS

A limited number of schools at the primary level are maintained by the government for European and coloured children. The population groups are small, and the school system is patterned in the main after the scheme approved in the Union of South Africa.

REFERENCES

- BECHUANALAND (Protectorate). DEPARTMENT OF EDUCATION. *Annual report for the year ending 31st December, 1950.* Mafeking, Department of Education, [1952]. 41 p.
GREAT BRITAIN. OFFICE OF COMMONWEALTH RELATIONS. *Annual report of the Bechuanaland Protectorate for the year 1949.* (Colonial reports.) London, HMSO, 48 p.

DIAGRAM



GLOSSARY

college: lower general secondary school.
homecraft training centre: vocational training school of home economics.
junior secondary day school: lower general secondary school.
training college: residential teacher-training school.

village school: lower primary school.

EDUCATION OUTSIDE THE TERRITORY

A. Vocational training courses.
 B. General secondary courses.

C. Upper vocational secondary courses and teacher training.
 D. Post-secondary vocational courses and teacher training.
 E. Graduate and postgraduate courses.

1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN AFRICAN SCHOOLS AS AT 24 NOVEMBER 1950

Year of school course		Age																	Total	Median age	Class percentage
		6—	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 +				
1	Total	9	119	306	488	605	873	642	852	720	499	297	169	75	34	13	3	5 704	11.7	35.2	
	F.	6	77	196	271	410	590	440	594	486	302	163	58	19	3	3	—	3 618			
2	Total	—	5	34	62	151	275	382	538	520	446	325	175	90	47	10	9	3 069	13.2	18.9	
	F.	—	5	26	32	101	182	272	390	338	295	207	89	42	10	—	—	1 989			
3	Total	—	—	1	10	32	129	194	375	429	397	348	187	88	63	22	12	2 287	13.9	14.1	
	F.	—	—	1	5	21	100	138	294	313	268	214	84	34	18	3	—	1 493			
4	Total	—	—	—	3	10	34	98	265	313	341	302	187	81	43	21	12	1 710	14.4	10.5	
	F.	—	—	—	3	8	26	73	194	238	213	214	90	29	10	2	2	1 102			
5	Total	—	—	—	—	2	12	45	142	280	295	305	230	109	77	21	21	1 539	15.0	9.5	
	F.	—	—	—	—	2	11	37	114	198	211	189	143	51	22	5	5	988			
6	Total	—	—	—	—	—	1	2	32	94	178	237	186	130	90	33	9	992	15.8	6.1	
	F.	—	—	—	—	—	—	2	27	71	129	164	112	62	32	8	—	607			
7	Total	—	—	—	—	—	—	—	6	10	36	63	92	62	62	33	22	386	16.8	2.4	
	F.	—	—	—	—	—	—	—	5	8	25	42	54	29	18	10	1	192			
8	Total	—	—	—	—	—	—	1	3	3	35	43	53	74	78	42	51	383	17.7	2.4	
	F.	—	—	—	—	—	—	1	2	3	26	34	40	44	47	12	6	215			
9	Total	—	—	—	—	—	—	—	—	—	1	3	5	21	26	8	19	83	18.4	0.5	
	F.	—	—	—	—	—	—	—	—	—	1	3	2	7	17	2	—	32			
10	Total	—	—	—	—	—	—	—	—	—	1	—	2	5	7	13	9	37	19.3	0.2	
	F.	—	—	—	—	—	—	—	—	—	1	—	1	2	4	3	—	11			
11	Total	—	—	—	—	—	—	—	—	—	—	—	—	1	2	4	5	12	19.8	0.1	
	F.	—	—	—	—	—	—	—	—	—	—	—	—	1	1	—	1	3			
12	Total	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	12	14	.	0.1	
	F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
Total	M. & F.	9	124	341	563	800	1 324	1 364	2 213	2 369	2 229	1 923	1 288	736	529	220	184	16 216			
	F.	6	82	223	311	542	909	963	1 620	1 655	1 471	1 230	673	320	182	48	15	10 250	.	.	
Percentage by age		0.1	0.8	2.1	3.5	4.9	8.2	8.4	13.6	14.6	13.7	11.9	7.9	4.5	3.3	1.4	1.1	.	.	.	

Source. Bechuanaland (Protectorate). Department of Education. *Annual Report for the Year Ending 31st December, 1950*. Mafeking, 1952.

Note. Owing to rounding, percentages do not add to exactly 100 per cent.

This table does not correspond exactly to Table 3: it appears to exclude pupils in unassisted institutions, pupil-teachers and some vocational pupils.

2. PUBLIC EXPENDITURE ON EDUCATION, 1950 (in pounds)

Source of revenue	Total	Central administration	Primary schools	Secondary schools	Vocational schools	Teacher training	Scholarships	Maintenance of schools	Capital expenditure	Other
Total	81 044	...	...	...	...	...	...	...	...	...
From Colonial Revenue	37 361	13 279	11 716	4 945	298	1 214	4 522	862	125	400
African education	(27 976)	(12 529)	(6 506)	(4 945)	(298)	(1 214)	(1 386)	(698)	—	(400)
Coloured education	(993)	—	(863)	—	—	—	—	(130)	—	—
European education	(8 392)	(750)	(4 347)	—	—	—	(3 136)	(34)	(125)	—
From funds granted by central government	29 696	...	...	...	...	...	...	...	...	...
From Special Development Funds	8 512	...	...	...	...	...	...	...	...	...
Estimated expenditure by voluntary agencies	*5 475	...	...	...	...	...	...	...	...	...

Source. Bechuanaland (Protectorate). Department of Education. *Annual Report for the Year Ending 31st December, 1950*. Mafeking, 1952.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

3. SUMMARY OF SCHOOL STATISTICS, 1950 AS AT 24 NOVEMBER 1950

Level of education and type of school	Insti- tutions	Teachers ¹		Pupils	
		Total	F.	Total	F.
Primary					
<i>African</i>					
Government schools	133	461	216	15 720	10 004
Government-aided schools	2	7	6	379	215
Other institutions	1	6	6	223	152
<i>Coloured</i>					
Government schools	3	6	2	169	82
<i>European</i>					
Government school	1	3	3	46	20
Government-aided schools	9	11	9	178	87
Secondary					
<i>African</i>					
Government school ³	1	4	2	66	36
Government-aided schools	2	11	3	122	41

Source. Bechuanaland (Protectorate). Department of Education. *Annual Report for the Year Ending 31st December, 1950*. Mafeking 1952.

1. Of whom 239 (89 female) trained teachers.
2. Including 29 pupils (15 female) taking vocational courses.
3. Including teacher training with 56 pupils (31 female).

4. DISTRIBUTION OF STUDENTS IN EXTRA-TERRITORIAL INSTITUTIONS IN 1950

Level of education and type of school	Students enrolled
Secondary courses	72
Vocational courses	21
Agriculture	(1)
Building	(3)
Carpentry	(8)
Domestic science	(2)
Dressmaking and tailoring	(2)
Tannery	(2)
Bible students	(3)
Teacher training	35
Higher	4
Advanced agricultural diploma (Fort Hare)	(1)
Bachelor of Arts (Fort Hare)	(2)
Medical course (Witwatersrand)	(1)

Source. Bechuanaland (Protectorate). Department of Education. *Annual Report for the Year Ending 31st December, 1950*. Mafeking, 1952.

SWAZILAND

Total population (1951 midyear estimate): 200,000.
Total area: 17,000 square kilometres; 6,560 square miles.
Population density: 12 per square kilometre; 30 per square mile.
Population, within school age limits (1950, estimate): Africans, 37,000; coloured, 400; Europeans, 725.
Total enrolment (1950): Africans, 13,844; coloured, 313; Europeans, 657.

LEGAL BASIS

Education in Swaziland is regulated by means of Proclamations issued by the Resident Commissioner. The most important Proclamations now in force are No. 58 of 1934, on the registration and inspection of schools; No. 6 of 1940 and two Notices of 1944, on native schools and the Swazi national schools; No. 31 of 1943, an amending and consolidating law relating to European education in Swaziland; and No. 60 of 1951 governing the conduct of Eurafrikan Schools.

Enrolment of girls as percentage of total: 54 per cent.
Illiteracy rate: estimated percentage of Africans literate in own language, 20 per cent.

Public expenditure on education (1951): 104,743 pounds.

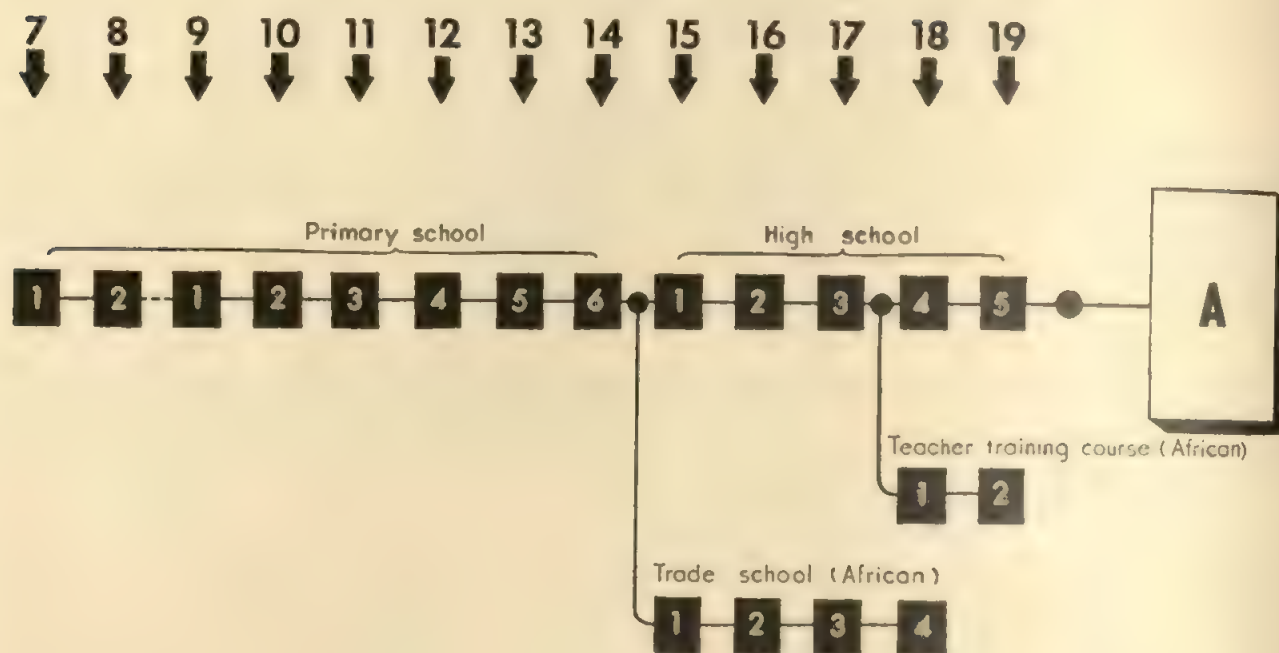
Official exchange rate: 1 pound = 2.80 U.S. dollars.

ADMINISTRATION

Education is administered by the government through a fully constituted Department, comprising a Principal Education Officer and a number of education officers and supervisors with the usual clerical staff. The work of the Education Department falls into three clear-cut divisions, viz. native, European and coloured, each section of the population having developed its own system of schools.

Native schools fall into four groups: government-maintained schools; national schools; mission schools receiving government aid; and unaided mission schools. Supervision

DIAGRAM



GLOSSARY

high school: general secondary school.
teacher-training course (African): teacher-training school.

trade school (African): vocational training school of building and cabinet-making.

A. Vocational and higher education in Union of South Africa.

and control by the department are directed mainly to the first and third groups. However, all schools are required to register and to be open to inspection and the rules issued by the government lay down general standards of efficiency. Education is not compulsory for African children.

Education for European children is compulsory from the age of 7 to 16 years or to the completion of Standard VIII (tenth class). Government schools are the rule, and grants are made to such private schools as exist. All schools are inspected by education officers.

The small coloured community is served by four mission schools, all of which receive government aid, and three of which have modern hostel accommodation for both boys and girls. While education is not compulsory, all schools are inspected and conform as far as possible to the standards of European schools.

A policy of developing advisory boards and fostering local interest in schools has been followed. In the European community, school committees may be elected by the parents for any government school; and these in turn elect members of the school board which advises the Resident Commissioner on all educational matters. The majority of native schools are controlled by 14 different missions, and the degree of local participation in school affairs varies. Advisory bodies exist at the district and territorial level. The Swazi national schools form a group apart: they operate under special rules and are controlled by a governing body

representing the government, the Paramount Chief and the parents; these schools are financed largely by the Swazi National Fund, derived from a tax the Swazis have voluntarily imposed upon themselves.

Finance

The main sources of revenue for education are the education vote of the territorial budget, the Colonial Development and Welfare Fund and the Swazi National Fund. European education is free between the ages of compulsory school-going; boarding fees are charged, with remission for necessitous cases. The position in coloured schools is somewhat similar. In government native schools education is free. The aided mission schools receive substantial grants for salaries, equipment and buildings; but as this support does not cover the full cost of staffing, they are permitted to levy fees.

ORGANIZATION

The Swaziland school system closely resembles that of the Union of South Africa.

European schools follow the primary syllabus of the Transvaal and thereafter the syllabus of the Union Education Department. The official language of instruction is

English, but Afrikaans is used wherever practicable for Afrikaans-speaking communities.

African primary schools follow a curriculum based on that of the Natal Education Department. The Swazi language, which is closely related to Zulu, is the medium of instruction for the earlier stages; English is taught as a subject until it becomes the medium of all teaching in the sixth class. A departmental examination marks the end of the primary school course. Secondary curricula are determined by the fact that pupils enter for the examinations of the Union Education Department.

Vocational education for Africans is given by the government trade school which provides artisan training in cabinet-making and building. One aided school trains nurses, and various practical courses are organized by other government departments. A small but growing course for training teachers also exists within the territory. Housecraft centres for the training of African and Eurafrican girls are established at Mbuluzi and Hluti respectively.

For vocational and higher education the European community makes use of institutions in the Union of South Africa. This is also the case of the African community, and a number of government scholarships are awarded for this purpose.

STATUS OF TEACHERS

All teachers in government schools are included in the permanent establishment, and their salaries and conditions of service are regulated accordingly.

The appointment of African teachers in the aided mission schools is subject to departmental approval. The salary grants paid by the government are equated with prescribed

qualifications, and relations between the teachers and the agencies controlling the school are officially regulated.

PROBLEMS AND TRENDS

The number of African children attending school has risen by 50 per cent over four years—from 10,800 in 1948 to 15,500 in 1952. Over the same period the number of teachers employed in African schools rose from 227 to 447.

Secondary school enrolment has shown a steady increase and to meet the demand two schools have recently been developed to high school status. A teacher-training college has been built with funds provided under the Colonial Development and Welfare Act and approximately 35 primary school teachers will be trained each year.

The number of European schoolchildren has increased from 588 in 1948 to 764 in 1952. Conditions in European schools have improved considerably over the past eight years as a result of a bold policy of centralization adopted in 1944.

The four Eurafrican (coloured) schools have benefited by grants made under the Colonial Development and Welfare Fund and today provide accommodation of a satisfactory standard. Although education for this group is not compulsory, nearly 70 per cent of the children of school-going age attend one or other of the schools.

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SWAZILAND. PRINCIPAL EDUCATION OFFICER. *Annual report for the year 1951.* [Mbabane, Department of Education, 1952]. 42 p.

1. PUBLIC EXPENDITURE ON EDUCATION IN 1951 (in pounds)

Source of revenue	Total	Adminis- tration, etc.	Primary education	Secondary		Scholar- ships	Board and lodging	Mainte- nance of buildings, furniture etc.	Other
				Teacher training	Other vocational				
Total	104 743	...	...	...	...	...	...	...	...
From Colonial Revenue	52 037	5 675	42 177	430	—	1 141	1 231	1 002	381
African	(24 792)	—	(23 616)	(430)	—	(605)	—	—	(141)
Coloured	(2 332)	—	(1 847)	—	—	(163)	—	(322)	—
European	(19 238)	—	(16 714)	—	—	(373)	(1 231)	(680)	(240)
Administration	(5 675)	(5 675)	—	—	—	—	—	—	—
From funds raised locally	4 116	35	3 061	—	—	—	810	210	—
African	(4 116)	(35)	(3 061)	—	—	—	(810)	(210)	—
From Special Development Imperial Funds	28 273	1 940	2 055	70	4 526	677	3 423	889	14 693
African	(22 960)	(1 940)	(2 055)	(70)	(4 526)	(677)	(723)	(889)	(12 080)
Coloured	(2 000)	—	—	—	—	—	—	—	(2 000)
European	(3 313)	—	—	—	—	—	(2 700)	—	(613)
Expenditure by government departments other than Education Department	1 317	—	—	—	1 317	—	—	—	—
Estimated expenditure by voluntary agencies	*19 000	...	...	...	...	...	...	...	...

Source. Swaziland. Principal Education Officer. *Annual Report for the Year 1951.* Mbabane, 1952.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

1. Capital or non-recurrent expenditure.

2. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN AFRICAN GOVERNMENT AND GOVERNMENT-AIDED SCHOOLS AS AT 1 OCTOBER 1951

Year of school course	Age																All ages	Median age	Class percentage
	6—	6	7	8	9	10	11	12	13	14	15	16	17	18	19+				
Grade I																			
Total	29	414	574	497	693	587	559	522	459	361	179	77	2	—	—	4 953	10.5	34.6	
F.	24	247	328	290	381	306	297	286	239	162	74	21	—	—	—	2 655			
Grade II																			
Total	—	67	240	288	338	385	383	460	416	352	224	72	1	—	—	3 226	11.8	22.5	
F.	—	51	152	170	199	226	210	242	234	183	108	31	—	—	—	1 806			
Standard I																			
Total	—	4	48	99	176	256	330	351	308	210	95	14	4	—	—	1 895	12.1	13.2	
F.	—	3	29	51	92	132	172	181	161	116	31	3	—	—	—	971			
Standard II																			
Total	—	—	3	43	69	100	181	201	220	185	160	96	26	7	—	1 291	13.2	9.0	
F.	—	—	3	31	43	66	97	124	137	93	84	22	5	—	—	705			
Standard III																			
Total	—	—	—	—	15	34	85	136	209	202	164	138	34	9	—	1 026	14.2	7.2	
F.	—	—	—	—	9	24	54	93	128	119	71	31	12	2	—	549			
Standard IV																			
Total	—	—	—	—	—	12	45	89	137	161	168	130	22	5	—	769	14.6	5.4	
F.	—	—	—	—	—	8	26	51	91	103	98	41	6	—	—	44			
Standard V																			
Total	—	—	—	—	—	—	7	33	80	105	137	156	48	16	—	582	15.5	4.1	
F.	—	—	—	—	—	—	6	29	53	66	82	68	14	4	—	322			
Standard VI																			
Total	—	—	—	—	—	—	—	12	23	43	77	137	29	13	4	338	16.1	2.4	
F.	—	—	—	—	—	—	—	9	13	26	43	71	14	6	—	182			
Standard VII																			
Total	—	—	—	—	—	—	—	—	2	9	22	33	32	38	16	152	17.3	1.1	
F.	—	—	—	—	—	—	—	—	1	6	12	19	22	18	6	84			
Standard VIII																			
Total	—	—	—	—	—	—	—	—	—	1	5	7	16	31	9	69	18.2	0.5	
F.	—	—	—	—	—	—	—	—	—	—	2	3	10	13	3	31			
Junior Certificate																			
Total	—	—	—	—	—	—	—	—	—	—	—	1	6	16	7	30	18.5	0.2	
F.	—	—	—	—	—	—	—	—	—	—	—	1	4	5	2	12			
Matriculation I																			
Total	—	—	—	—	—	—	—	—	—	—	—	—	—	1	2	3	.	0.0	
F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			
Total { M. & F.	29	485	865	927	1 291	1 374	1 590	1 804	1 854	1 629	1 231	861	220	136	38	14 334	.	.	
F.	24	301	512	542	724	762	862	1 015	1 057	874	605	317	87	48	11	7 741	.	.	
Percentage by age	0.2	3.4	6.0	6.5	9.0	9.6	11.1	12.6	12.9	11.4	8.6	6.0	1.5	0.9	0.3	.	.	.	

Source. Swaziland. Principal Education Officer. *Annual Report for the Year 1951*. Mbabane, 1952.

Note. Owing to rounding, percentages do not necessarily add to exactly 100 per cent.

3. SUMMARY OF SCHOOL STATISTICS, 1951 AS AT 30 NOVEMBER 1951

Level of education and type of school	Institutions	Teachers ¹		Pupils	
		Total	F.	Total	F.
Primary					
Government	13	53	30	2 108	1 004
Government-aided	94	241	160	10 143	5 515
Other institutions	100	94	80	2 786	1 553
Secondary					
General					
Government	4	8	—	83	31
Government-aided	8	18	11	247	134
Other institutions	1	6	6	21	21
Vocational					
Government courses	1	2 ... 2 ...	30	—	—
Teacher training					
Government-aided courses	1	2 ... 2 ...	35	34	

Source. Swaziland. Principal Education Officer. *Annual Report for the Year 1951*. Mbabane, 1952.

Note. Figures refer to African, coloured and European education. The coloured and European enrolments were 338 and 705 respectively. During 1951, 2 Swazi bursary holders were studying medicine, 2 were following courses leading to the B.Sc. degree and one a course in Arts.

1. African teachers only. Figures do not include 32 (16 female) primary and secondary teachers in European schools and 17 (13 female) primary and secondary teachers in coloured schools.
2. Included with general secondary education teachers.

NORTHERN RHODESIA

Total population (1952 midyear estimate): 1,977,000; European, 43,000; Asiatic and coloured, 4,300.

Total area: 752,000 square kilometres; 290,000 square miles.

Population density: 2 per square kilometre; 7 per square mile.

Enrolment of girls as percentage of total: 33 per cent in African primary schools.

Pupil-teacher ratio: 35 in African primary schools.

Since there are in effect two systems of education in Northern Rhodesia it is simpler to pass them in review separately under each of the headings of this chapter.

LEGAL BASIS

The European Education Ordinance of April 1942 provides for the compulsory education of children between 7 and 15 who live not more than three miles from a government school; the director is empowered to inspect private schools, which have to register; and the ordinance provides for the setting up of boards, for assistance to pupils and for the various duties of the Department of European Education. While 7 years is the compulsory age for school-going, children of 5 years are permitted to attend.

The African Education Ordinance of December 1951 contains consolidating provisions for African education. It provides for the necessary administrative authority; establishes a United African Teaching Service to which all teachers shall belong; sets out the forms of financial aid; and empowers local education authorities to maintain and take over schools.

ADMINISTRATION

The Administrative Secretary is answerable in the Legislative Council for both African and European Education Departments.

African

The whole system of education in Northern Rhodesia is based on co-operation between government and voluntary agencies, normally missionary societies. The latter manage 95 per cent of schools publicly maintained or aided.

The African Education Department is organized to provide a specialist service for the Bantu peoples of the territory. It is headed by a Director of African Education who is assisted by a small headquarters staff concerned with such special fields as vocational education, the education of girls, adult education. Principals of some of the larger government institutions (at secondary and teacher-training level) are responsible directly to the director. For administrative purposes the Education Department is divided into areas

Total revenue (1951): 15,897,273 pounds.

Public expenditure on education (1951): 458,019 pounds (African education); 360,033 pounds (European education).

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, April 1953.

corresponding to the six provinces of the territory. In each there is a provincial education officer and his assistants; this officer is responsible for inspecting schools, supervising education generally and recommending the grants to be paid from public funds to schools managed by voluntary agencies. He also acts as secretary to the local education committees in his province.

A considerable number of missionary societies are active in the field of education. While administrative patterns vary between these bodies, it is usual to have a manager appointed for each school. An increasing number of native authorities (including town councils) also manage schools.

This decentralized school system has created the need for advisory boards and committees at various levels. For the territory as a whole there is the African Education Advisory Board and a smaller standing committee, representing all bodies, official and non-official, with an interest in education. The principal role of the board is to advise the Governor on matters of general policy; but the board also sets up expert committees of a more technical nature to advise the Director of Education on secondary education, curricula, and the education of women. Below the territorial level, local education committees perform similar advisory services for districts. An attempt is being made to develop local education authorities with more direct responsibility for schools than is now the case.

European

The Department of European Education is responsible for the education of European, coloured (i.e. of mixed origin) and Asian people. The department is headed by a director who is assisted by a small headquarters staff. The field staff comprises inspectors, medical and dental officers and supervisors of technical education.

Education for European children is provided by government and private schools (two of which are aided) and by correspondence tuition. One government boarding school caters for coloured pupils; and the Indian schools, while controlled by local associations, are government-aided.

The European Education Advisory Board, appointed by the Governor on the nomination of interested bodies, meets regularly to advise the government on matters of general policy. Other boards and committees at the territorial level deal with grants for higher education, selection for teacher-training grants and applications for educational

assistance. Parent-teacher associations, which are statutory bodies, are called into being by school principals.

FINANCE

African

Revenue for education is derived from the departmental budget and from native authorities; additional funds for capital expenditure are available under the Colonial Development and Welfare Scheme. Government financial assistance to the missions covers a wide field; recurrent grants are made for teachers' salaries, equipment, boarding expenses, refresher courses; capital grants for buildings may be 50 per cent of the cost, or even the full cost when buildings are erected on communal land.

Tuition is free in all schools, but boarding establishments make a small charge which may be waived in necessitous cases.

European

Revenue for education is derived from the Department of European Education budget; and funds for capital expenditure are available under the Colonial Development and Welfare Scheme. Tuition, books and equipment are free in government schools but boarding establishments charge fees.

Extensive financial assistance is given by the government in respect of pupils; this takes the form of grants to enable pupils to attend schools in Southern Rhodesia, the Union of South Africa, the United Kingdom, or private schools in Northern Rhodesia. The grants may be automatic (for those who cannot be accommodated at government schools or who have passed the highest standard provided locally) or based upon a statement of means.

ORGANIZATION

African

The primary course covers nine years, and is divided into three stages: elementary (four years), middle (two years) and upper (three years). The small vernacular substandard schools usually receive no grants, unless they serve as 'feeders' to elementary schools. The elementary school is conducted in the vernacular medium; the curriculum includes the three R's, geography, nature study, moral and religious instruction, physical training, singing, handwork and gardening, with history and English in the last two years. Middle schools may be weekly boarding schools in rural areas or day schools in towns; the vernacular medium is used, the courses have a more practical bias towards general science, handwork and gardening. With the upper school, English becomes the medium of instruction and at least one-third of the time is devoted to practical subjects—agriculture, building, carpentry, homecraft and community service training, according to the locality. The upper school leads to the government Standard VI school-leaving certificate examination, and the course is designed to be terminal, not merely preparatory to secondary schooling.

Secondary education covers four years, in two stages, 2 + 2, with an additional half year for those taking the Cambridge School Certificate examination. English is the medium of instruction; mathematics is begun in the junior secondary school and Latin may be substituted for one of the vernacular languages.

Vocational education in maintained or aided schools is given at various levels. The junior trades school provides practical training with a little theory and general education. Trainees may specialize in one trade or take a wider course in building and carpentry. The post-Standard VI course is more specialized, with one-third of the time spent on theory and drawing. This is followed by an instructors' course for foremen. Students learn their trades on-the-job, and are in some respects in the position of apprentices. Apart from the establishments under the Department of Education, there are a number of schools and courses run by other government departments for training staff in medical, survey, agricultural and forestry, co-operative and other fields.

Teacher training is given at various levels in the school system; and the courses lead to certificates of five different grades, P1 to P5. The curriculum varies with type of establishment but usually combines general with professional education and a period of practice teaching. Despite a high rate of wastage, some 80 per cent of teachers in aided schools are professionally trained. An attempt is made to provide means of in-service training and to arrange refresher courses.

No institution for higher education exists in Northern Rhodesia. Bursaries are given to enable students to proceed to Makerere (Uganda), Fort Hare (Union of South Africa) and to the United Kingdom for courses of further academic or professional training.

Special education for delinquents and for the blind is given in a number of mission schools aided by the government.

European

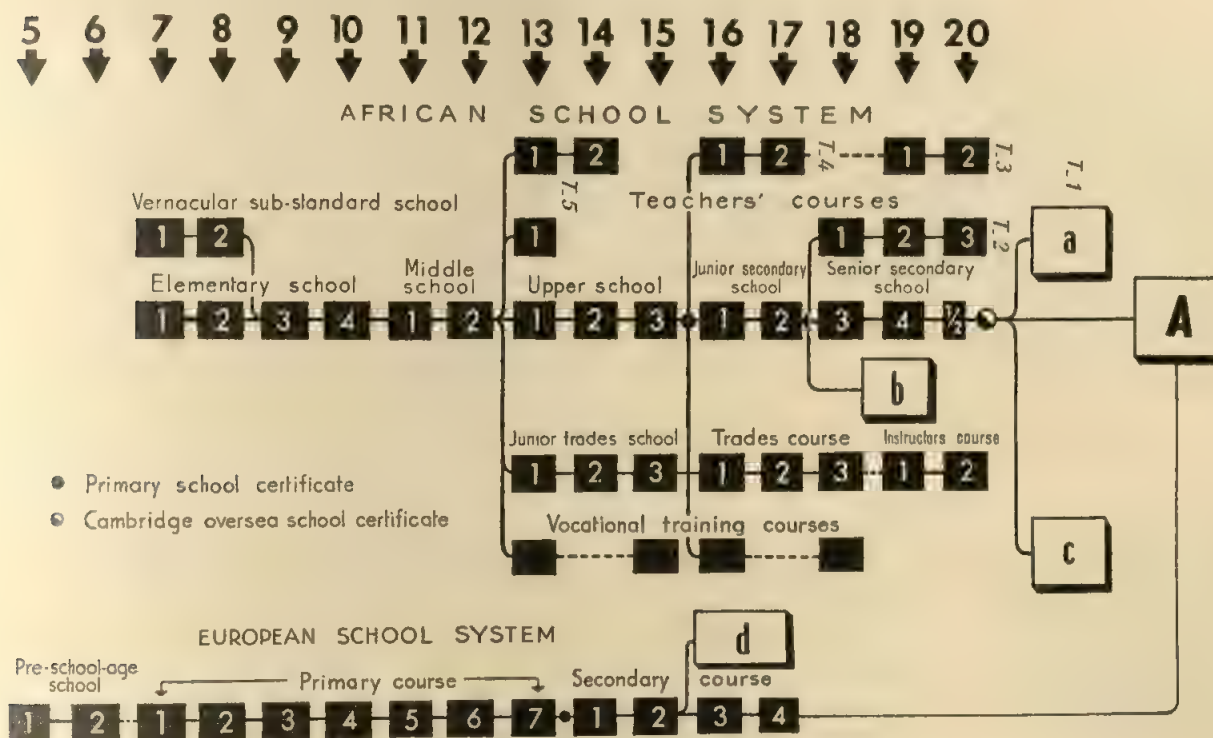
The primary course lasts seven years, the secondary four years. As may be expected in a growing educational system, school types of varying degrees of completeness are found.

English is the language medium for all recognized schools; where the home language of children is Afrikaans or Gujarati, these may be used as auxiliary media in the earlier stages. The primary school curriculum includes the basic subjects of English and arithmetic with religious instruction, hygiene, music, art and crafts, woodwork or housecraft (from Standard 5), history, geography, native study, Afrikaans or French (optional) and physical training. The secondary curriculum continues the main subjects with mathematics and Latin or an African language added; the course leads to the Cambridge Overseas School Certificate examination.

Vocational education is provided in the territory by part-time instruction for apprentices.

The grant system is designed to enable students to pursue secondary, vocational and higher education outside the country, and thus to supplement internal facilities.

DIAGRAM



GLOSSARY

AFRICAN SCHOOL SYSTEM

elementary school: lower section of primary school.

instructors' course: vocational training school for foremen.

junior secondary school: lower general secondary school.

junior trades school: vocational training school at upper primary level.

middle school: intermediate section of primary school.

senior secondary school: upper general secondary school.

teachers' courses: teacher-training schools with courses at different levels (T5 to T1).

trades course: vocational training school at lower secondary level.

upper school: upper section of primary school.

vernacular substandard school: lower primary school.

vocational training courses: various vocational training schools at upper primary or lower secondary level within government departments other than the departments of education, police, agriculture, forestry, health, etc.

EUROPEAN SCHOOL SYSTEM

pre-school-age school: private pre-primary school.

primary course: primary school existing either as a separate *full-range primary school*, or as part of a *full-range primary and secondary school*.

secondary course: general secondary school usually existing as a section of a *full-range primary and secondary school*.

POST-SECONDARY EDUCATION

A. Higher education outside the territory.

(a) Teacher-training course at post-secondary level.

(b) Medical and survey courses.

(c) Post-secondary vocational training within departments other than the Department of Education.

(d) Part-time apprenticeship classes.

ADULT AND FUNDAMENTAL EDUCATION

African

The Department of African Education organizes varied activities to suit the differing needs of the people. In rural areas a novel institution, the development area school, has been set up in seven places. These schools are adult education centres where courses are held in any aspect of rural development; other government departments, local bodies and communities make use of the facilities, and the schools have achieved a practical form of education which contributes to the improvement of living standards. In urban areas evening classes for literacy or general education are organized. Voluntary agencies are very active in this field. The department assists mass literacy work by producing reading material in 10 of the vernacular languages.

STATUS OF TEACHERS

African

Salary scales of government, native authorities and mission teachers are the same as those for the African Civil Service. The five grades of teachers' certificate, P1 to P5, correspond in theory to the level of class the teacher may be in charge of (T5, assistant in elementary school; T4, head teacher of elementary school or assistant in middle school; and so on); but owing to shortages this pattern is not strictly followed. Teachers in recognized schools have to belong to the United African Teaching Service.

European

Teachers for European schools are recruited abroad, usually from the United Kingdom and the Union of South Africa, and the majority are certificated.

PROBLEMS AND TRENDS

In common with other British territories, Northern Rhodesia has prepared a 10-year Development Plan (1947) in which education plays a considerable part. The whole plan was reviewed in 1951, and special factors made necessary the drawing up of an African Education Adjustment Plan for 1951 to 1957.

The long-term aim of the Department of African Education is to reach a four-year period of universal primary education, with longer periods in some areas and with the vocational and secondary education needed for the territory's social and economic progress. In an effort to preserve a balance between rural and industrial development both the rural school and the development area school are being directed more closely to community needs.

The problems of a rapidly expanding system of education are numerous: finance, staff, buildings. Particular mention may be made of wastage in the primary school and of difficulties in the way of decentralizing school control. The readjustment plan for African education stresses this latter point, and provides for effective local education authorities which will represent the central government, missionary societies, native authorities and recognized African bodies.

In the field of European education similar problems of expansion are faced. While the territory has hitherto made use of institutions abroad, the growing population (partly through natural increase and partly through immigration) creates a strong demand for more schools.

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1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in pounds)

Source of revenue	Amount		Source of revenue	Amount	
	Afric. (1951)	Europ. (1950)		Afric. (1951)	Europ. (1950)
Total	614 088	445 353			
From colonial revenue	441 044	311 549	Expenditure on education from Special Development Funds:	120 510	...
From local (native authorities) funds	25 534	...	From Imperial Funds	...	125 399
			From Colonial Funds		
			Expenditure by government departments other than the Education Department	*27 000	8 405

Sources. Northern Rhodesia. Department of African Education. *Annual Report for the Year 1951*. Government Printer, Lusaka, 1952.

Note. Official exchange rate in 1951: 1 pound sterling = 2.80 U.S. dollars.

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
<i>African</i>					
Government	97	512	80	¹ 25 641	7 686
Government-aided	1 264	3 777	769	¹ 120 200	39 453
Other institutions	310	279	17	16 107	6 369
<i>European</i>					
Government	22	238	185	4 911	2 258
Government-aided	2	10	8	51	22
Other institutions	15	46	46	1 054	705
<i>Asiatic and coloured</i>					
Government	1	4	1	88	46
Government-aided	6	8	—	216	83
Secondary					
<i>African</i>					
General					
Government	2	36	16	337	22
Government-aided	3				
Vocational					
Government	1	...	...	124	—
Teacher training					
Government	2	...	...	557	116
Government aided	22	...	...
<i>European</i>					
General					
Government	9	...	...
Government-aided	1	...	...	912	475
Other institutions	4	...	...
Vocational					
Government apprenticeship courses	8	...	...	235	—
Other institutions	1	...	...	7	7
<i>Asiatic and coloured</i>					
General					
Government	1	...	...	4	—
Higher					
Post-secondary teacher training, African	1	...	...	50	—

Sources. Northern Rhodesia. Department of African Education. *Annual Report for the Year 1951*. Northern Rhodesia. Department of European Education. *Annual Report for the Year 1951*. Government Printer, Lusaka, 1952.

1. Including 110 pupils (15 female) in teacher training and 980 (507 female) in other vocational training.

2. Secondary tops of primary schools.
3. Included with primary school teachers.

3. AGE, CLASS AND SEX DISTRIBUTION IN ALL EUROPEAN, INDIAN AND COLOURED SCHOOLS, 1951

Class		Age														Total by sex	Total by class	Median age	Percent. by class
		6—	6	7	8	9	10	11	12	13	14	15	16	17	18				
Pre-school	M.	75	—	—	—	—	—	—	—	—	—	—	—	—	—	75 72	147	.	2.0
	F.	72	—	—	—	—	—	—	—	—	—	—	—	—	—				
1	M.	247	418	248	56	8	5	2	5	5	1	1	—	—	—	996 859	1 855	6.6	25.6
	F.	245	341	205	50	12	2	4	—	—	—	—	—	—	—				
2	M.	—	10	149	198	53	7	1	1	2	—	—	—	—	—	421 419	840	8.2	11.6
	F.	—	13	186	170	31	11	1	4	2	—	1	—	—	—				
3	M.	—	—	28	153	177	63	8	3	1	3	1	1	—	—	438 382	820	9.2	11.3
	F.	—	—	25	154	151	40	8	3	1	—	—	—	—	—				
4	M.	—	—	—	10	147	168	64	12	5	5	4	—	3	—	418 387	805	10.1	11.1
	F.	—	—	—	28	176	110	52	14	4	2	1	—	—	—				
5	M.	—	—	—	—	20	139	139	35	14	4	1	1	—	—	353 349	702	11.0	9.7
	F.	—	—	—	—	35	151	120	38	4	1	—	—	—	—				

Class		Age														Total by sex	Total by class	Median age	Percent. by class
		6—	6	7	8	9	10	11	12	13	14	15	16	17	18				
6	M.	—	—	—	—	1	26	113	86	39	12	4	1	1	2	285	620	11.9	8.6
	F.	—	—	—	—	5	36	143	100	33	16	2	—	—	—	335			
7	M.	—	—	—	—	—	1	20	60	75	42	15	3	4	—	220	531	13.2	7.4
	F.	—	—	—	—	—	—	28	124	108	36	11	3	1	—	311			
8	M.	—	—	—	—	—	—	3	13	71	73	47	21	5	—	233	493	14.3	6.8
	F.	—	—	—	—	—	—	—	25	85	81	52	14	3	—	260			
9	M.	—	—	—	—	—	—	—	2	11	53	40	21	10	—	137	283	15.1	3.9
	F.	—	—	—	—	—	—	—	5	18	46	50	27	—	—	146			
10	M.	—	—	—	—	—	—	—	—	3	4	22	14	6	—	49	96	15.8	1.3
	F.	—	—	—	—	—	—	—	—	—	8	19	12	7	1	47			
11	M.	—	—	—	—	—	—	—	—	—	—	7	11	3	1	22	45	16.6	0.6
	F.	—	—	—	—	—	—	—	—	—	—	3	11	7	2	23			
12	M.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	17.4	0.1
	F.	—	—	—	—	—	—	—	—	—	—	—	1	5	—	6			
Total by age	M.	322	428	425	417	406	409	350	217	226	197	142	73	32	3	3 647	7 243	.	.
	F.	317	354	416	402	410	350	356	313	255	190	139	68	23	3	3 596			
M. & F.		639	782	841	819	816	759	706	530	481	387	281	141	55	6	.			
Percentage by age		8.8	10.8	11.6	11.3	11.3	10.5	9.8	7.3	6.6	5.3	3.9	1.9	0.8	0.1	.	.	.	.

Source. Northern Rhodesia. Department of Education. *Annual Report for the Year 1951*. Government Printer, Lusaka, 1952.

NYASALAND (U.K. Protectorate)

Total population (1951 midyear estimate): 2,400,000.

Total area: 123,000 square kilometres; 47,500 square miles.

Population density: 19 per square kilometre; 50 per square mile.

Enrolment of girls as percentage of total: 40 per cent in African primary schools.

Total revenue (1952 estimate): 4,052,000 pounds.

Public expenditure on education (1952): 283,000 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in April 1953.

LEGAL BASIS

Recent comprehensive legislation was framed in the Education Ordinance of 1945. This established several advisory committees on education; provided for the setting up of government schools and regulated the payment of government grants for non-government schools; and generally defined the form of educational administration. Simultaneously with the ordinance a five-year plan was introduced. A second five-year plan was drawn up in 1950, taking effect in 1951.

ADMINISTRATION

The large majority of primary schools in the protectorate are maintained by missionary bodies; a few have been developed by native authorities, local committees and private estates; direct government action is limited mainly to the post-primary level.

The Department of Education, headed by a director, comprises a headquarters staff and a field staff of education officers and assistants for each of the three provinces. The director is responsible for the general conduct of education

including the registration and classification of schools and teachers, and for co-ordinating the work of the various voluntary agencies. Education officers make surveys of educational conditions in their provinces, inspect all schools receiving government aid, and attend district school committees.

Each mission school is in charge of a school manager. The schools of a mission tend to form a single system, with supervisory staff and teacher-training institutions developed according to need. Co-ordination of effort between different bodies is secured through the system of advisory committees. Government regulations prescribe the conditions under which schools may receive government aid; where no application is made for registration, the school remains unassisted and is supported entirely by the mission.

Separate advisory committees for African, Eurafian, European and Asian education have been set up for the Protectorate as a whole. Local responsibility for African education is being fostered through the district school committees which bring together the Department of Education, voluntary agencies and native authorities.

Education is financed partly from internal revenue of the Protectorate. Native authorities levy an educational rate, the proceeds of which are disbursed on the advice of district school committees. The principle is that building grants for assisted primary schools in villages must be met from local contributions rather than from central government revenue. School fees and boarding fees are charged by most voluntary agency schools.

ORGANIZATION

The African primary school course covers eight years in two cycles, 5 + 3. Junior primary schools with five classes are the most widespread, although incomplete schools with two or three classes (unassisted as a rule) are common in smaller communities. A syllabus for each subject taught is laid down by the department; the vernacular is the medium of instruction, with English introduced as a subject in the third year. The senior primary school continues the work of the junior school, more stress being laid on agriculture and practical handwork. At the end of the course pupils take a government Standard VI examination; the certificate gives access to secondary and teacher-training institutions as well as to various avenues of employment.

In the academic year 1948/49 age limits were introduced governing admission of boys to Sub-standard A and Standard IV of the primary course, these being fixed at 9 and 15 respectively. Subsequently these age limits have been lowered to 8 and 14 respectively and extended to include girls, with the proviso that no girl who has previously been admitted and whose progress is satisfactory shall be turned out on account of age.

The non-African population has available a number of primary schools suited to the needs of the particular communities. An eight-year course is the rule. In European schools English is used as the medium; one school caters for Eurafian children, and also uses English; Asian schools are numerous enough to warrant the appointment of a special departmental inspector, and here the

medium is usually an Indian language. Since there are no post-primary facilities in the Protectorate for non-Africans, the courses of all these schools are to some extent geared to the possibilities of sending pupils abroad for further study.

Secondary education for Africans is provided by full secondary schools (assisted) and by the post-primary classes attached to senior primary schools. The four-year course leads to the Cambridge Overseas School Certificate examination, and successful students are able to enter institutions of higher education abroad. One government secondary school has a practical bias, offering technical courses at post-primary level.

Vocational training courses are maintained by missions and by government departments other than education. The Agricultural Department, in particular, trains instructors at an agricultural institution and co-operates with government and mission schools in fostering the teaching of agriculture.

With no higher education establishment nearer than Uganda or the Union of South Africa, scholarships are awarded to students of all races to take approved courses of study either in Africa or in the United Kingdom. A commission under the chairmanship of Sir Alexander Carr-Saunders has recently completed a survey of Nyasaland and the Rhodesias with a view to consideration of the desirability of extending higher education facilities in Central Africa.

ADULT EDUCATION

In urban areas night schools give formal education to young people and adults. Organization of efforts in rural parts of the country is less easy, but several enterprises may be mentioned: the Government Public Relations Office maintains a vernacular newspaper and mobile visual-education units; literacy campaigns are sponsored by missions; and in the Domasi development area a broad programme of community development is being developed, with primary schools and a teacher-training centre playing an important part.

TRAINING AND STATUS OF TEACHERS

Teacher training for Africans is carried on by mission and government training centres. Girls' boarding schools (at senior primary level) have also developed special classes in this direction. Three types of course are offered: the vernacular grade, a two-year course with at least a Standard III qualification for entry; the English grade, limited to those who have passed the Standard VI examination; and the higher grade, based on a lower secondary school background. Students passing the higher grade examination become teachers in senior primary schools. Refresher courses for teachers in service are organized annually at most training centres.

Under the five-year plan the conditions of service of teachers are being brought into line with those of the African Civil Service.

TRENDS AND PROBLEMS

The first five-year plan for education in Nyasaland aimed primarily at an expansion of the numbers of schools in all classes. Many of the objects of the plan were achieved but progress was hampered by the fact that the proportion of Africans remaining sufficiently long at school to benefit from the course was too low.

The second five-year plan began with a survey of all assisted and some unassisted schools in the Protectorate. The keynote of the second planning period is qualitative rather than quantitative—improvement of standards all round and a great increase in the number of pupils completing the full primary course at the right age and a consequent

steady increase of candidates for entry to secondary schools and for professional training. Universal education up to Standard III is aimed at but this can hardly be achieved in the five-year period.

REFERENCES

NYASALAND (Protectorate). EDUCATION DEPARTMENT. *Annual report. Zomba, Government Printer.*

—, —. *Report on the education of women and girls in Nyasaland, August and September, 1947. Zomba, Government Printer, 1948. 7 p.*

1. AGE, CLASS AND SEX DISTRIBUTION OF AFRICAN AND ASIAN PUPILS IN PRIMARY AND SECONDARY GOVERNMENT AND ASSISTED SCHOOLS AS AT 31 DECEMBER 1951

Class	African						Asian									
	Age					Total by sex	Total by class	Class percen- tage	Age				Total by sex	Total by class	Class percen- tage	
	Under 7	7-9	9-13	13-17	15-21				Under 7	7-9	9-13	13-17				
Kindergarten																
M.	6 521	—	—	—	—	6 521	10 702	11.7	77	—	—	—	77	119	22.5	
F.	4 181	—	—	—	—	4 181			42	—	—	—	42			
Sub-standard A																
M.	—	17 900	—	—	—	17 900	33 101	36.1	75	—	—	—	75	114	21.5	
F.	—	15 201	—	—	—	15 201			39	—	—	—	39			
Sub-standard B																
M.	—	15 877	—	—	—	15 877	25 267	27.5	66	—	—	—	66	88	16.6	
F.	—	9 390	—	—	—	9 390			22	—	—	—	22			
Standard 1																
M.	—	—	7 469	—	—	7 469	9 932	10.8	—	34	—	—	34	46	8.7	
F.	—	—	2 463	—	—	2 463			—	12	—	—	12			
Standard 2																
M.	—	—	4 374	—	—	4 374	5 546	6.0	—	28	—	—	28	49	9.2	
F.	—	—	1 172	—	—	1 172			—	21	—	—	21			
Standard 3																
M.	—	—	3 401	—	—	3 401	4 031	4.4	—	30	—	—	30	41	7.7	
F.	—	—	630	—	—	630			—	11	—	—	11			
Standard 4																
M.	—	—	—	1 420	—	1 420	1 614	1.8	—	—	18	—	18	39	7.4	
F.	—	—	—	194	—	194			—	—	21	—	21			
Standard 5																
M.	—	—	—	807	—	807	961	1.1	—	—	—	26	26	28	5.3	
F.	—	—	—	154	—	154			—	—	—	2	2			
Standard 6																
M.	—	—	—	388	—	388	408	0.5	—	—	—	4	4	6	1.1	
F.	—	—	—	20	—	20			—	—	—	2	2			
Standards 7-10																
M.	—	—	—	—	203	203	210	0.1	—	—	—	—	—	—	.	
F.	—	—	—	—	7	7			—	—	—	—	—			
Total																
M.	6 521	33 777	15 244	2 615	203	58 360	.	.	218	92	18	30	358	.	.	
F.	4 181	24 591	4 265	368	7	33 412	.	.	103	44	21	4	172	.	.	
M. & F.	10 702	58 368	19 509	2 983	210	.	91 772	.	321	136	39	34	.	530	.	
Percentage by age	11.7	63.6	21.3	3.3	0.2	.	.	.	60.6	25.6	7.4	6.4	.	.	.	

Source. Nyasaland (Protectorate). Education Department. *Annual Report for the Year 1951. Zomba, 1952.*

Note. Figures do not include 96 Euraficans (female 44) and 330 Europeans (female 195).

2. SUMMARY OF SCHOOL STATISTICS, 1951, AS AT 31 DECEMBER 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
<i>African</i>					
Government schools	5	1 ...	1 ...	683	325
Government-aided schools	641	1 ...	1 ...	90 879	33 080
Unassisted schools	3 936	1 ...	1 ...	149 062	63 608
<i>Asian</i>					
Government-aided schools	7			530	172
Unassisted schools	2	20	3	47	16
<i>Eurafrican</i>					
Government schools	1	3	2	96	44
<i>European</i>					
Government schools	3	1 ...	1 ...	184	95
Government-aided schools	2	1 ...	1 ...	146	100
Secondary					
<i>African</i>					
Government schools	2			40	—
Government-aided schools	13	22	5	170	7

Source. Nyasaland (Protectorate). Education Department. *Annual Report for the Year 1951*. Zomba, 1952.

1. Total number of teachers in primary schools: African teachers 2,460 (320 female), European teachers 152 (75 female).

2. Including 491 pupils (151 female) in teachers' training courses.
3. Including 582 pupils (162 female) taking vocational courses.

3. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in pounds)

Source of revenue	Total	Admini- stration	Primary	Secondary schools and educational allowances	Teacher training	Scholarship	Maintenance, building furniture, etc.	Capital expenditure
Total	375 307	...	...	...	...	...	...	...
From Colonial Revenue and Special Development Funds ¹	257 900	17 792	158 477	29 982	18 625	4 398	2 209	26 417
African	(205 469)	...	(145 238)	(17 311)	(18 625)	(3 473)	(1 705)	(19 117)
Asian	(7 100)	...	(6 026)	(874)	—	(100)	—	(100)
Eurafrican	(1 826)	...	(941)	(848)	—	—	(37)	—
European	(25 713)	...	(6 272)	(10 949)	—	(825)	(467)	(7 200)
From local funds	25 000	...	...	...	...	...	...	...
Expenditure by government departments other than Education Department	9 100	...	...	...	...	...	...	...
Estimated expenditure by voluntary agencies	83 308	...	...	...	...	...	...	...

Source. Nyasaland (Protectorate). Education Department. *Annual Report for the Year 1951*. Zomba, 1952.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

1. Includes Public Works extraordinary items.

BRITISH SOMALILAND

(U.K. Protectorate)

Total population (1952 approximate estimate): 640,000.
Total area: 176,000 square kilometres; 68,000 square miles.
Population density: 4 per square kilometre; 9 per square mile.
Total enrolment, within school age limits: age range in elementary schools, about 8 to 13; in intermediate schools, about 11 to 15.
In 1951/52 approximately 2 per cent of children of school age were attending government or government-aided schools.
Enrolment of girls as percentage of total: 5 per cent.
Pupil-teacher ratio: 22 in government elementary schools; 14 in intermediate schools.

The Protectorate is administered by a Governor and secretariat with headquarters at Hargeisa. A Protectorate Advisory Council, established in 1947, comprises representatives of all sections of the community. A large part of the population, which is divided into tribal units, follows a nomadic pastoral way of life.

ADMINISTRATION

The present system of education dates from 1944. The Department of Education is headed by a director; with the assistance of an inspector of schools, he is responsible for the organization and staffing of the government elementary schools and for the inspection of grant-aided Koranic schools. The principals of the government intermediate schools are directly responsible to the director. In all districts local education committees have been set up and are progressively taking over the duty of allocating grants to private schools.

The main revenue for education comes from the Protectorate budget. Important building developments have been made possible since 1949 by grants from the Colonial Development and Welfare Scheme. In addition fees are charged by all schools.

An Education Ordinance passed in 1948 outlines the functions of the Director of Education and provides for the allotment of grants-in-aid, the registration of schools and teachers, and the appointment of local education committees. A development plan was drawn up in 1949 for the progressive extension of primary and secondary schooling.

ORGANIZATION

A 3-4-4 plan has been adopted, and so far all the schools in the Protectorate are classifiable as primary, i.e. covering the two lower cycles, which are termed elementary and intermediate respectively.

Literacy estimated at 1 per cent of the population in either Arabic or English.

Public expenditure on education (1952 estimate): 44,000 pounds.
Cost per pupil (estimate): 22 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in April 1953.

Government district elementary schools give a three-year course with Arabic as the medium. An increasing number of pupils entering the elementary school have completed the course of a Koranic school. At the end of the third year an examination is held to select pupils for the intermediate school. One government elementary school contains boarding accommodation for boys who live in the 'interior'. The grant-aided schools—Koranic and private—offer courses which are mainly religious in content, but these schools are gradually extending their scope and now may be said to cover the Sub-standard and Standard I. A number of the Koranic schools cater for girls.

Government intermediate schools give a four-year course conducted in English; in addition to the ordinary academic course, one school has a technical stream and the other an agricultural. A school-leaving examination is held annually, on the basis of which the brightest boys are given scholarships for completing their secondary education abroad, usually in the Sudan. It is proposed to start a secondary school at Sheikh in 1953. This will provide the final cycle of schooling and will include a teacher-training stream.

Up to 1952 there was no teacher-training establishment in the Protectorate and it was necessary to send students to the Sudan for training. In October 1952, however, a teacher-training course was started at the vocational training centre, Borama. This will provide a two-year course for boys who have completed seven years' primary education.

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- GREAT BRITAIN. COLONIAL OFFICE. *Report on the Somaliland Protectorate for the year 1949*. London, HMSO.
SOMALILAND (Protectorate). EDUCATION DEPARTMENT. *Annual report*. Sheikh, Education Department; London, Crown Agents for the Colonies.

1. SUMMARY OF SCHOOL STATISTICS, 1952¹ AS AT 1 DECEMBER 1952

Level of education and type of school	Insti- tutions	Teachers ¹		Pupils	
		Total	F.	Total	F.
Primary					
European school	1	2	2	* 16	...
Government elementary ³	13	76	—	942	—
Government intermediate	2			292	—
Government-aided Koranic and private					
Boys' schools	38	42	—	* 1 300	—
Girls' schools	6			158	158
Indian schools	1	1	—	⁵ ...	12
Secondary					
Vocational	1	2	—	17	—
Teacher training				7	—

Source. Somaliland (Protectorate). Education Department. *Annual Report 1952*.

Note. In addition, in December 1952, 27 boys holding government scholarships were attending schools abroad.

1. Including 84 untrained teachers.
2. Average attendance.
3. Including vocational course with 35 pupils.
4. Accurate figures for these Koranic schools are not available, as they are subject to seasonal variations.
5. Attendance varies from 25 to 40.

2. CLASS AND SEX DISTRIBUTION OF PUPILS IN 1952

Years completed at school	Pupils		
	Total	M.	F.
Total	2 771	2 613	158
1 year	1 458	1 300	158
2 years	460	460	—
3 years	301	301	—
4 years	201	201	—
5 years	112	112	—
6 years	83	83	—
7 years	67	67	—
8 years	65	65	—
9 years	24	24	—

Source. Somaliland (Protectorate). Education Department. *Annual Report 1952*.

Note. All pupils in Koranic schools are classified as 1st year. Accurate figures are not available, but 10 per cent of the total are thought to have more than one year in school.

3. PUBLIC EXPENDITURE ON EDUCATION DURING CALENDAR YEAR 1952 (in pounds)

Source of revenue	Total	Administration, inspection, etc.	Elementary and intermediate schools	Secondary education Scholarships overseas	Equipment	Teacher training and vocational classes
From Colonial Revenue	44 410	4 818	¹ 30 220	5 570	3 102	700
From funds available under Colonial Development and Welfare Act (1945)	28 725	...	...	...	...	...
Other government departments (estimate)	* 4 000	...	...	...	...	...
Estimated expenditure by voluntary agencies	* 2 000	...	...	...	...	...

Source. Somaliland (Protectorate). Education Department. *Annual Report 1952*.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

1. Including aid to Koranic schools and boarding costs.

K E N Y A

Total population (1951 midyear estimate): 5,680,000.

Total area: 583,000 square kilometres; 225,000 square miles.

Population density: 9 per square kilometre; 25 per square mile.

Population, within compulsory school age limits, 7-15: Arab, 5,080 (female 1,983); Asian and Goan, 21,636 (female 10,108); European, 3,612 (female 1,704).

Total enrolment (1951): 390,000 in all primary schools including African.

Enrolment of girls as percentage of total.

Enrolment : 27 per cent in primary schools.

Pupil-teacher ratio: 50 in government and government-aided primary schools.

National income (1950): 82,700,000 pounds.

Public expenditure on education (1951): 2,826,697 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Based on official sources, prepared in March 1953.

The supreme executive power of the colony is vested in the Governor, who is advised by an Executive Council of seven official and five non-official members. The Legislative Council consists of 16 official members and 22 unofficial members representing all sections of the community. All laws are enacted by the Governor with the advice and consent of the Legislative Council. The colony is divided for administrative purposes into five provinces and one extra-provincial district.

LEGAL BASIS

Education is regulated by ordinances and rules issued by the government. In the field of African education, the ordinances passed in 1931, 1934 and 1952 empowered the Director of Education to control education and provided for the setting up of area committees and district boards with advisory functions. Amended rules for grants-in-aid were issued in 1942 and established the respective financial responsibilities of the government, local native councils and voluntary agencies. Grant-in-aid rules were introduced in 1945 for Asian schools and in 1948 for European schools.

During 1948 a 10-year plan for developing African education was published. This was followed in 1949 by a committee of inquiry on the scope, content and methods of the African educational system, leading to proposals for a large programme of reorganization and expansion, based upon educational surveys of each district.

The committee's report was adopted in 1950 by the Legislative Council and became official policy thereafter.

ADMINISTRATION

The Department of Education is headed by a director, who is assisted by a deputy director, a chief inspector and a superintendent of technical education. The existence of several distinct racial groups in the colony, each with its peculiar educational needs and problems, makes it necessary to divide administrative work at headquarters into three sections, European, Asian (i.e. Indian, Pakistani and Goan) and African (including Arab), each of which

is in the charge of an assistant director of education. Other specialized supervisory staff complete the central office. The local administration of education for all races and the inspection of schools in the provinces are the responsibility of five senior education officers and one education officer. Additional supervisory staff at provincial headquarters and other field stations are concerned particularly with the African primary school system.

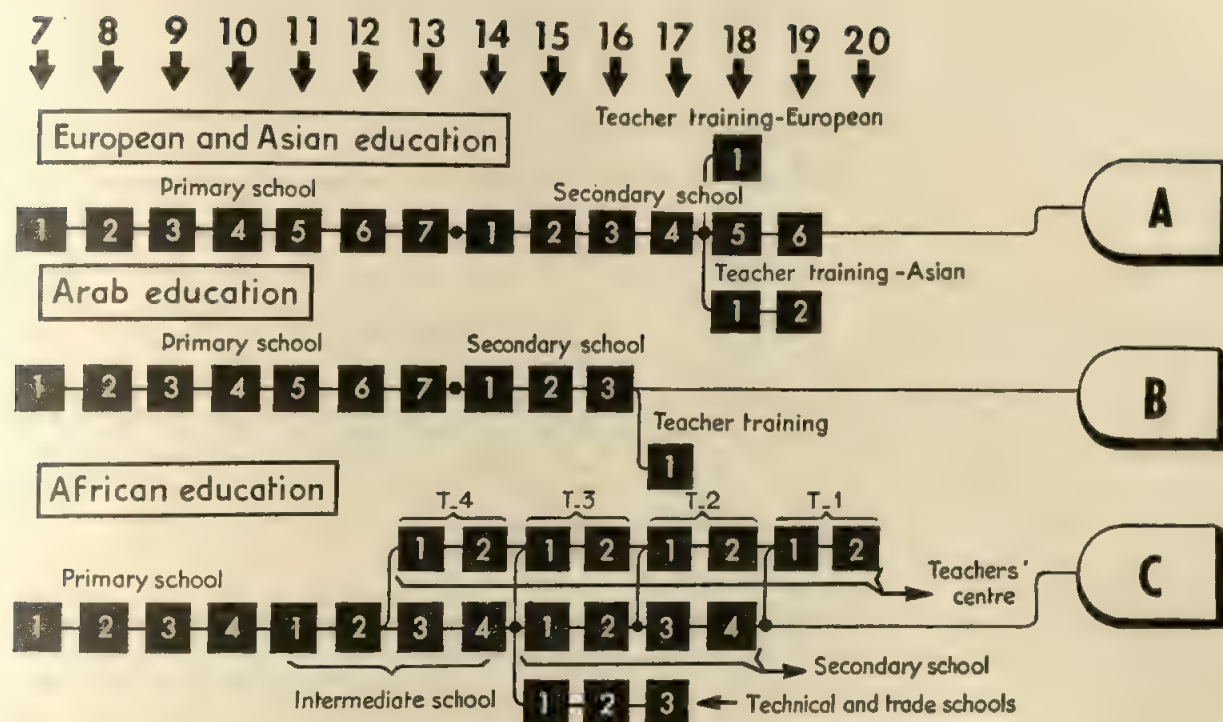
While inspection of schools is a government function, their management is not entirely in the hands of the department. For European, Asian and Arab communities there are both government and private schools, the latter being run by missions, associations or individuals, and receiving State aid in certain circumstances. In African education most schools are managed by voluntary agencies (missions and churches) or by local associations. Primary education is largely under the control of district education boards which receive their funds from African district councils. These boards consist of government representatives (including the Education Officer), members of the district council and representatives of the school managers (mission or church bodies); their functions include approval of new schools, supervision and management of the existing school system, and the allocation of grants-in-aid. For post-primary African education the control of schools varies; the department, the voluntary agencies or a mixed independent board of management being responsible in different cases.

The Director of Education is assisted by a number of advisory councils which ensure co-ordination of the school system and give representation to voluntary agencies and parents. There are four councils in all, corresponding to the European, Asian, Arab and African school systems. An advisory committee on trade training is concerned with technical and trade schools.

Finance

Funds for education are derived from several sources. The most important is the education vote from colonial revenue, amounting to over 12 per cent of total expenditure in 1950. Since school fees are paid into general revenue, the net expenditure of the department is somewhat lower.

• DIAGRAM



GLOSSARY

EUROPEAN AND ASIAN EDUCATION

secondary school: general secondary school.
teacher training—Asian: teacher-training school.

teacher training—European: limited course of training for kindergarten teachers.

A. Higher education abroad.

ARAB EDUCATION

secondary school: general secondary school.
teacher training: teacher-training school.

B. Higher education abroad.

AFRICAN EDUCATION

intermediate school: upper primary school.
primary school: lower primary school.

secondary school: general secondary school.
teachers' centre: teacher-training school and college with courses at four different levels (T1, T2, T3 and T4).
technical and trade schools: vocational training schools (carpentry, building and other trades).

C. Higher education abroad, usually at Makerere College, Uganda.

The education vote is devoted to recurrent expenditure: administrative costs, maintenance of government schools for all races, grants-in-aid to voluntary agencies. For African primary schools expenditure is met by local funds, derived partly from district taxation and partly by a transfer of tax proceeds from the central to local authorities. The voluntary agencies also obtain funds—largely from fees—so that their recurrent expenditure exceeds the grants received from the government. Capital expenditure on buildings is a considerable item: funds are derived from the British Colonial Development and Welfare Scheme, from a Kenya Development and Reconstruction Authority, and from the ordinary budget of the Public Works Department.

Grants-in-aid are made in respect of teachers' salaries and approved building schemes.

All schools charge fees. In African schools the rate varies considerably with the neighbourhood, and there is an accepted principle of remitting fees in necessitous cases. At upper secondary level government bursaries are granted, which means that for mission schools the department pays the difference between the full fees and the amount parents can afford to pay. In European and Asian schools the fees charged make an appreciable contribution to the funds available for education, as much as 40 per cent and 20 per cent respectively of running costs being recovered in this way.

ORGANIZATION

Separate school systems exist for the different sections of Kenya's population. In structure the European and Asian systems are the same, following a 7+4+2 plan with higher education abroad. The African system is undergoing reorganization: in place of the 6+6 scheme, the structure 4+4+4 is progressively being introduced. Arab education lies between these two types. Syllabuses and curricula are issued by the Department of Education and periodically revised.

Primary Education

The aim of the African primary school is to teach children the basic subjects, arithmetic, reading, writing, in the vernacular, with simple handwork. A supply of textbooks and other reading matter in 10 different vernaculars is assured by the activities of the East African Literature Bureau. Classes at the primary level are usually co-educational. The intermediate schools give a course based largely on English, arithmetic, agriculture and practical work such as carpentry and homecraft. The curriculum is complete in itself, designed to enable pupils to take their place in the community, and follows from the government long-range plan to provide such eight-year schooling for all children. A departmental examination at the end of the intermediate course serves for selecting pupils for secondary education.

Education for European children is compulsory between the ages of 7 and 15. Many of the schools have boarding facilities because of the scattered population. For Asian boys education is compulsory between 7 and 15 in the three main centres, Nairobi, Mombasa and Kisumu. As with European primary schools, co-education is common. Four languages are in use, Gujarati, Urdu, Gurmukhi and Hindi, with English taught as a subject or introduced during the course as the medium of instruction.

Secondary Education

The reorganized African secondary school has four classes, leading to a school certificate examination which gives access to Makerere (Uganda) and other higher education courses. The medium of instruction is English. Most of the schools have boarding establishments.

European secondary schools tend to have an inter-territorial enrolment, since children from Uganda and Tanganyika are sent to Kenya at this level. The school certificate examination is taken after the fourth class, and students preparing for universities abroad may continue with specialized courses for a further two years. Asian secondary schools have a similar structure.

In all establishments, curricula resemble those of the modern secondary and grammar schools in Britain. An attempt is being made to introduce technical streams in European boys' schools, but for the larger African and Asian populations technical institutions are separate from the secondary schools.

Vocational Education

Government technical and trade schools recruit African

pupils who have completed the intermediate course. Building and carpentry and a wide range of other trades are taught; courses are practical, the students carrying out productive work on school buildings in the environs as part of their training. Many departments other than education maintain vocational courses and centres for training African personnel; these courses are at secondary and post-secondary level.

A secondary technical school, the Mombasa Institute of Moslem Education, has recently been set up to provide technical training for Moslem pupils of all races.

Higher Education

Plans are in hand for establishing a technical and commercial institute in Kenya. At present, apart from departmental courses, students have to leave the colony for higher education. Makerere in Uganda takes a considerable number of African and Arab students who are financially aided by the government. In addition students of all races are assisted by scholarships of the colonial and imperial governments and the Government of India to continue their university and professional studies abroad.

TRAINING AND STATUS OF TEACHERS

The only teacher training for Europeans is a limited course for kindergarten teachers. For Asians three centres provide a two-year course as well as shorter emergency courses and refresher classes held during week-ends.

There are five categories of African teachers numbered respectively T.1, K.T.1, T.2 to T.4. The training courses are provided by government and mission centres which are designated by the type of certificate they prepare for. T.1 teachers are Makerere trained by a two-year course following two years of professional training. Owing to shortages at this level, the Kenya T.1 was introduced in 1950—a two-year professional course at post-secondary level. Each of the T.2, T.3 and T.4 courses lasts two years; they are based respectively on 10, 8 and 6 years of previous schooling. A standard salary scale, with annual increments, has been laid down for each grade of African teachers, and efficient teachers have the opportunity, through private study and part-time classes, of taking the examination that qualifies for the next higher grade. The salaries of women teachers are four-fifths of those laid down for men.

ADULT EDUCATION AND COMMUNITY DEVELOPMENT

A separate branch of the government, the Community Development Organization, is concerned with the broader aspects of adult education for Africans. A permanent institution is maintained, Jeanes School, where a wide range of adult courses is given in collaboration with government departments requiring specialized staff. The organization also provides courses in civics, homecraft and co-operation, and trains staff for team work in community betterment for rural areas. An African information service forms part of the establishment, producing regular

news sheets and pamphlets for mass education work throughout the colony.

TRENDS AND PROBLEMS

As may be expected in an educational system that is expanding rapidly, Kenya faces problems of shortages

—buildings, trained teachers, finances. For African education the policy is to develop facilities at all levels, but particularly at that of the intermediate school, where training can be given in agriculture and technology. The Asian school population requires further expansion of primary education, with more differentiated provision for secondary education. The same policy is being followed in European secondary schooling.

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1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in pounds)

Source of revenue	Total	Adminis- tration	Primary	Secondary			Post- secondary	Scholar- ships	Board and lodging	Mainte- nance of buildings, furniture, etc.	Capital expen- diture	Other
				General	Vocational	Teacher training						
Total	2 826 697	...	...	...	...	...	...	...	...	...	...	...
From Colonial Revenue	1 378 540	66 148	341 660	281 538	56 919	47 569	50 000	15 870	169 430	11 160	63 646	274 600
African education	(410 069)	(27 452)	(12 433)	(85 739)	(56 919)	(38 106)	(50 000)	(5 040)	(55 210)	(3 900)	(19 001)	(189 250)
From local funds	243 507	—	243 507	—	—	—	—	—	—	—	—	—
African education	243 507	—	243 507	—	—	—	—	—	—	—	—	—
From Special Development Funds	827 350	—	—	—	—	—	—	—	—	—	1 827 350	—
Expenditure by government departments other than Education Department (est.)	* 110 000	—	—	—	*110 000	—	—	—	—	—	—	—
Estimated expenditure by voluntary agencies	* 267 300	...	...	...	...	...	...	...	...	...	...	...

Source. Kenya (Colony and Protectorate). Education Department. *Annual Report 1951*. Nairobi, 1953.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

1. Of which 126,250 for African schools.

2. Of which 228,600 for African education.

2. CLASS AND SEX DISTRIBUTION OF AFRICAN AND OTHER PUPILS, AS AT JULY 1951

Year of school course	African			Arab and other races		
	Total	M.	F.	Total	M.	F.
Total	362 218	267 692	94 526	1 971	1 354	617
1	129 879	91 960	37 919	451	329	122
2	79 762	55 266	24 496	336	293	43
3	52 876	39 064	13 812	270	203	67
4	36 475	28 443	8 032	225	170	55
5	29 416	23 976	5 440	175	109	66
6	18 088	15 319	2 769	144	85	59
7	8 264	7 012	1 252	125	67	58
8	5 012	4 463	549	95	42	53
9	1 619	1 467	152	76	28	48
10	551	474	77	35	17	18
11	142	126	16	28	11	17
12	100	89	11	11	—	11
13	27	26	1	—	—	—
14	7	7	—	—	—	—

Source. Kenya (Colony and Protectorate). Education Department.
Annual Report 1951. Nairobi, 1953.

3. SUMMARY OF SCHOOL STATISTICS AS AT JULY 1951

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
<i>Government schools</i>					
African	138	433	25	20 237	2 073
Arab and other	9	35	10	1 250	182
Asian	16	311	94	12 123	2 972
European	11	126	98	2 817	1 282
<i>Government-aided schools</i>					
African	1 208	4 199	668	214 031	54 641
Arab and other	1	22	22	465	290
Asian	68	321	226	10 646	7 024
European	3	17	15	247	126
<i>Other institutions</i>					
African	1 514	2 269	164	126 011	37 664
Asian	9	32	16	233	101
European	18	54	36	1 534	765
Secondary					
<i>General</i>					
African	59	139	20	1 843	138
Arab and other	1	20	1	256	145
Asian	18	238	86	4 584	1 577
European	7	142	81	1 738	841
<i>Vocational</i>					
African	1 ...	1 ...	1 ...	647	—
<i>Teacher training</i>					
African	1 ...	1 ...	1 ...	1 156	264
<i>Post-secondary teacher training</i>					
African	2	...	...	31	—
Asian	3	12	10	108	55
European	1	...	...	6	6

Source. Kenya (Colony and Protectorate). Education Department.
Annual Report 1951. Nairobi, 1953.

1. Number of institutions and teachers included with general secondary education.

UGANDA (U.K. Protectorate)

Total population (1951 midyear estimate): 5,187,000.
Total area: 243,000 square kilometres; 93,823 square miles.
Population density: 21 per square kilometre; 55 per square mile.
Population, within school age limits (1951 midyear estimate): about 1 million within the ages of 6 and 15.
Enrolment of girls as percentage of total enrolment: 25 per cent in primary schools.
Pupil-teacher ratio: 30.

LEGAL BASIS

The Education Ordinance, 1942, is the main legislation now in force: it set up local education authorities and prescribed their powers; provided for an Advisory Council for African Education and established Advisory Committees for Asian and European Education.

A development plan for Uganda was adopted in 1946; this covered all aspects of economic and social progress for a 10-year period. In 1948 the plan was revised. The steady extension of schooling at all levels is a feature of this scheme, and no immediate attempt is being made to introduce compulsory education until the country can support it financially.

ADMINISTRATION

The present system reflects the history of education in Uganda. African education is almost entirely in the hands of religious voluntary agencies, under the general direction of the government. Asian schools are run by local voluntary organizations or religious organizations, but there are several government Indian schools and technical schools. Europeans are mainly dependent on Kenya for their children's education.

The Department of Education, headed by a director, and three deputy directors, is responsible for formulating policy, ensuring co-ordination and the maintenance of standards, and providing grants-in-aid to the school system. The department's field staff comprises specialized inspectors and 32 education officers with assistants.

For educational work the Protestant and Roman Catholic missions which are largely staffed and controlled by Africans are each co-ordinated under a secretary-general. A comparable organization is now being set up for the African Moslem schools.

African local governments play an important part in administration through local education authorities; these are statutory bodies charged, outside Buganda, with the planning and development of local primary education. Each authority comprises representatives of the local and central governments and the school owners, i.e. missions, and its main functions are to distribute grants and to see that the area is adequately served with schools. In a few

Total revenue (gross expenditure, 1953 estimate): 15,729,156 pounds.

Public expenditure on education (1953 estimate): 2,603,134 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in April 1953.

cases local governments maintain their own schools. Post-primary education is organized at a provincial or Protectorate level.

Advisory bodies have been established for the Protectorate as a whole—councils for African and Asian education, committees for European and Goan schooling. These bodies, which number among their members both officials and representatives of the communities concerned, help to shape government policy in its wider aspects.

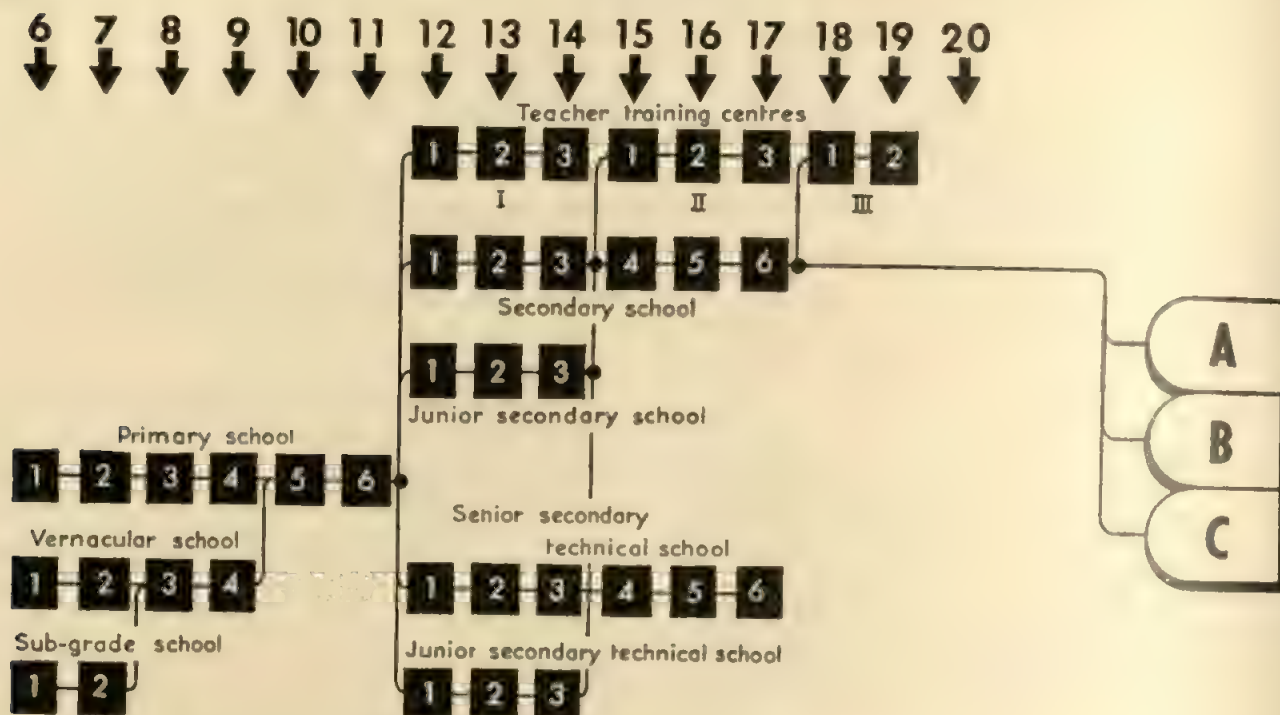
Finance

The Protectorate Government owns only eight schools and five technical schools. The larger part of the education budget, therefore, after covering administrative expenses, is devoted to grants distributed either by the central or by local governments. All schools that are not maintained for private profit are eligible for government grants provided they satisfy the necessary conditions as regards accommodation and enrolment. Grants cover the total cost of the teachers' salaries and small sums may be paid to aid building. In all schools fees are charged; the school owners are required to account for the sums collected, which are devoted to current expenses other than salaries. In general, therefore, the financial responsibility for aided schools is divided between three parties: government, the school owners (who provide buildings) and the parents (who pay fees). No fees are charged in teacher-training establishments; instead, the government pays a capitation grant to the responsible agency.

ORGANIZATION OF THE AFRICAN SCHOOL SYSTEM

The primary course covers six years; children are admitted from the age of 6, but usually the age of entry is above this. Three types of school may be distinguished at the primary level: subgrade (two classes), vernacular (three or four classes) and primary (five or six classes). No school is aided unless enrolment justifies two teachers, the official limit being forty pupils per teacher. A large number of subgrade schools fall outside the aided system; many of them give only religious instruction with a modicum of formal education. As a rule aided schools are situated so that the lower grade schools feed those with the full

DIAGRAM



GLOSSARY

NOTE. The vernacular is used as a medium of instruction in all types of primary school.

junior secondary school: lower general secondary school.

junior secondary technical school: lower vocational secondary school.

primary school: complete primary school with curriculum emphasizing hand-work and homecraft.

secondary school: general secondary school.

senior secondary technical school: vocational secondary school.

subgrade school: incomplete primary school often associated with missions and concerned mainly with religious instruction.

teacher-training centres: teacher-training schools providing courses for teachers in: vernacular schools (I); primary schools (II); junior secondary schools (III).

vernacular school: incomplete primary school.

POST-SECONDARY EDUCATION

A. Makerere college and institute of education.

B. Commercial college.

C. Departmental professional courses.

course; but there is a constant expansion of the smaller units, which is fostered by the administrative and financial regulations. The language of instruction is always the main local vernacular—five are recognized for this purpose—and English appears only as a subject in the curriculum of the fifth and sixth classes. A departmental syllabus has been issued for primary schools; it indicates in general terms what should be covered in the full primary course, but leaves details to the teacher and to the needs of the locality. A considerable part of the timetable is devoted to hand-work and housecraft, and specialist officers have been appointed to organize and encourage the teaching of these subjects. At the conclusion of the course, primary school certificate examinations are arranged by the several voluntary agencies to serve both as a school-leaving qualification and as a means of selecting pupils for secondary education.

The full secondary course covers six years taught in English and leads normally to the Cambridge School Certificate and Makerere College entrance examinations. This period falls into two cycles, 3 + 3, and the majority of schools provide only the junior secondary course; after the third class a leaving examination is held, partly internal and partly departmental, which serves for admission to various forms of government employment, teacher-training and other vocational training establishments, as well as for promotion to the senior secondary course. The curriculum in all these schools being predominantly academic, the present policy is to expand opportunities for post-primary education of a vocational nature rather than to increase the secondary schools. The de Bunsen Committee has recommended considerable changes in these arrangements (see below, 'Trends and Problems').

Vocational education has been emphasized in the plan for the development of African education. A number of technical and trade schools are now run by the central and local governments and missions; these are being co-ordinated so as to form junior secondary technical and senior secondary technical schools. Instruction is given in wood and metalwork, building and other trades, with classroom teaching in general and theoretical subjects. Permanent training centres are also maintained by other government departments which require skilled staff; these institutions usually recruit students who have completed the junior secondary course. A considerable amount of vocational education is administered in this way by the Forests Department (for forestry officers and supervisors), the Medical Department (medical and laboratory assistants, nurses, health inspectors); Posts and Telegraphs; Public Works; Survey and Lands (with a five-year course); and the Veterinary Department.

Higher education is provided by a number of institutions. Makerere College, though situated in Uganda, has no direct relation with the Protectorate's Education Department; it is a university college with autonomous status, financed jointly by the East African governments with some assistance from the U.K. Colonial Development and Welfare Funds. Makerere prepares students for degrees in arts and science, in addition to providing professional courses in agriculture, art, education, medicine and veterinary science. About a third of the students come from Uganda. A commercial college has recently been opened, and many of the departmental schools described in the previous paragraph give professional training at a post-secondary level. In addition, scholarships enable a number of Uganda students to go abroad for specialized higher education.

ADULT EDUCATION

In addition to the evening classes and literacy campaigns organized by educational agencies, the community development department has a programme for stimulating social action on a broad basis; clubs and community centres are set up, leadership courses arranged and special campaigns are undertaken in co-operation with local governments. A Local Government and Community Development Training Centre costing £350,000 is to be built from grants allotted from the African Development Fund. Further grants from this fund are to be used to provide special facilities for the encouragement of training in co-operatives.

Training and Status of Teachers

Teacher training is undertaken at four levels; to provide teachers for vernacular, primary, junior secondary and senior secondary classes respectively. Centres of the first two types are largely run by the missions; in both cases the course lasts three years, with general and professional education combined. In vernacular training centres the medium of instruction is the vernacular, English being taught as a subject. The medium in primary training centres is English. The junior secondary training centre is a government institution for boys and belongs to the group of institutions offering higher education in the Pro-

tectorate. Finally, the Makerere Institute of Education provides a year's professional training for students with two years of university studies; this is followed by two years of probation teaching under college supervision and a final vacation course which leads to the college diploma.

There are enough teacher-training centres to keep pace with school growth to some extent, although this is not true of women's education. At present almost all the staff in government and aided schools are trained, and even when the unaided school system is taken into account, less than 30 per cent of teachers are untrained. Both the missions and the department run refresher courses from time to time. £152,000 has been allotted from the African Development Fund for the expansion of primary teachers' training.

Teachers' salaries are standardized by the fact that the government grant to schools is made in respect of this item. Different scales correspond to the various certificates, and cost of living allowances are equivalent to those paid to civil servants. A provident fund scheme is now being introduced. There is a vigorous Uganda African Teachers' Association.

NON-AFRICAN EDUCATION

Asian education has been developed by the establishment of aided primary schools under local committees in townships and trading centres throughout the country, with government primary and secondary schools in the larger towns. The Protectorate Government is assisted by an Advisory Council for Indian Education and an Advisory Committee for Goan Education, and local Indian education boards were set up by the 1942 ordinance. All the non-government schools are eligible for grants-in-aid towards the cost of teachers' salaries; building costs are usually borne by local subscription and benefactions. As in the African school system, the 6+3+3 plan is followed; in Goan schools English is the medium of instruction throughout, while Indian schools use Gujarati and Urdu at the primary, English at the secondary level. Handwork and home economics are included in the curriculum, but there is no provision for any form of technical or vocational instruction, nor any organized teacher training within the Protectorate.

For European children there are a few primary schools—one maintained by the government—but the majority go to institutions outside the territory.

Because the funds available for non-African education under the department's development plan are insufficient to meet the needs, a special plan for communal taxation in respect of education was introduced in 1950, under which all non-Africans are liable to an education tax of not more than 60 shillings per year.

TRENDS AND PROBLEMS

The whole problem of African education has been under consideration by a committee under the chairmanship of Professor de Bunsen, Principal of Makerere. The main recommendations of the committee have been the reorga-

nization of primary schooling in terms of eight years, and secondary in terms of four, instead of the present system of six years' primary, three years' junior secondary and three years' secondary; the improvement of present teacher-training colleges by higher quality and a reduction in number; and detailed comments on school curricula and agricultural education. One main difficulty is to get Africans, and especially local councils, to take the initiative in expanding education and in insisting on high standards in their schools instead of looking to the government to arrange everything for them. The greatest and most important development today is the vast expansion of technical training on which the government is laying great emphasis. Two million pounds have been allotted to this from the African Development Fund, and a deputy director of education (technical) is this year to be appointed to supervise the expansion. Every effort will be made to ensure that female education becomes more popular.

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1. NUMBER OF PUPILS IN PRIMARY AND SECONDARY EDUCATION BY YEARS COMPLETED AT SCHOOL, 31 DECEMBER 1951

Pupils	Years completed at school													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
African pupils														
Both sexes	90 450	65 413	32 659	24 284	15 314	11 025	4 348	3 159	2 246	534	367	287	19	11
F.	24 045	16 932	6 908	4 609	2 658	1 945	966	625	415	56	35	40	—	—
Asian pupils														
Both sexes	2 022	1 471	1 102	1 029	956	773	413	300	225	209	195	157	—	—
F.	946	689	516	482	448	362	104	75	56	52	49	39	—	—
European pupils														
Both sexes	170	79	42	49	24	17	17	—	—	—	—	—	—	—
F.	85	44	21	28	13	13	12	—	—	—	—	—	—	—
Total } M. & F.	92 642	66 963	33 803	25 362	16 294	11 815	4 778	3 459	2 471	743	562	444	19	11
F.	25 076	17 665	7 445	5 119	3 119	2 320	1 082	700	471	108	84	79	—	—

Source. Uganda. Education Department. *Annual Report for the Year Ended 31st December, 1951*. Entebbe, 1952.

Note. The figures include estimates for some unaided schools.

2. HIGHER EDUCATION, 1949

Course	Total		Origin of students											
			Uganda		Kenya		Tanganyika		Zanzibar		N. Rhodesia		Nyassaland	
	Total	F.	Total	F.	Total	F.	Total	F.	Total	F.	Total	F.	Total	F.
Total	221	9	93	4	79	4	33	—	13	1	3	—	1	—
Arts	75	1	26	—	34	1	13	—	1	—	1	—	—	—
Medicine	28	—	17	—	5	—	3	—	2	—	—	—	1	—
Science	54	—	20	—	15	—	11	—	6	—	2	—	—	—
Agriculture	16	—	13	—	—	—	2	—	1	—	—	—	—	—
Education	26	1	8	—	16	1	2	—	—	—	—	—	—	—
Veterinary science	4	—	2	—	2	—	—	—	—	—	—	—	—	—
Adult	12	6	5	3	5	2	1	—	1	1	—	—	—	—
Arts Certificate	6	1	2	1	2	—	—	—	2	—	—	—	—	—

Source. Uganda. Education Department. *Annual Report for the Year Ended 31st December, 1949*. Entebbe, 1951.

Note. Figures refer to Makerere College, the University College of East Africa.

3. SUMMARY OF SCHOOL STATISTICS AS AT 31 DECEMBER 1951

Level of education and type of school	Insti- tutions	Teachers		Students		Level of education and type of school	Insti- tutions	Teachers		Students	
		Total	F.	Total	F.			Total	F.	Total	F.
Primary						Secondary					
Government schools						General					
African	8	118	48	851	135	African	149	* 716	* 193	5 344	838
Asian	6			2 593	1 081	Asian				1 099	350
European	1			203	114	Vocational					
Government-aided						African				2 570	579
African	1 384	5 624	1 181	169 300	39 874	Asian				50	25
Asian	76			4 760	2 362	Teacher Training					
European	2			99	57	African				2 189	720
Other institutions						Higher					
African ¹	1 835	* 2 613	* 158	*68 994	*17 088	Makerere College (1950)	1	35	9	231	6
European	2			96	45	Teacher Training College	1	3	—	30	—

Source. Uganda. Education Department. *Annual Report for the Year Ended 31st December, 1951*. Entebbe, 1952.

Note. In addition, post-secondary technical instruction, for students leaving school from secondary III upwards, was given by the following departmental training schools: Nyabyeya Forestry School, 16 students completed the Senior Course and 12 the Junior; Masaka Training Centre for Medical Assistants, 13 completed training during 1951; Mulago Training Centre for Nurses, 14 completed training during 1951; Lira Training Centre for Nursing Orderlies, 4 completed training during 1951; Mbale School of Hygiene for African Health Inspectors, 2 completed training during 1951; Kampala Laboratory Assistants, 1 completed training during 1951; Dispensers, 2 completed training during 1951. Posts and Telegraphs Department, Combined Training Centre, Mbagathi: total numbers of students 242 (of whom 50 Uganda students). Engineering School for training African engineering assistants, total number of students 77; Artisan Training Centres, 376 trainees in residence on 31 December 1951; survey training school etc..

1. In addition there are 37,179 boys and 49,788 girls who are catechumens but receive elementary instruction in the three R's.

4. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in pounds)

Source of revenue	Total	Adminis- tration, etc.	Primary	Secondary			Scholar- ships	Mainte- nance of buildings, furniture	Capital expend- iture	Other
				General	Vocational	Teacher training				
Total	1 344 769	...	...	...	...	...	...	...	...	...
From Colonial Revenue	1 878 905	60 784	419 504	159 059	29 928	60 346	7 197	7 827	108 100	52 160
African education	(652 618)	(7 117)	(344 322)	(126 487)	(29 928)	(60 062)	(3 937)	(6 195)	(96 241)	(4 329)
Asian education	(105 182)	—	(65 678)	(32 572)	—	(284)	(2 375)	(1 547)	(2 726)	—
European education	(67 438)	—	(9 504)	—	—	—	(885)	(85)	(9 133)	(47 831)
Headquarters	(53 667)	(53 667)	—	—	—	—	—	—	—	—
From local funds	82 340	...	...	...	...	...	...	...	...	...
From Special Development Funds	1 26 000	.	.	.	.	.	.	.	.	.
Imperial Funds	(26 000)	.	.	.	.	.	.	.	.	.
Expenditure by government departments other than Education Department	141 304	...	...	...	...	...	...	...	...	...
Estimated expenditure by voluntary agencies	* 216 220	...	...	...	...	...	...	...	...	...

Source. Uganda. Education Department. *Annual Report for the Year Ended 31st December, 1951*. Entebbe, 1952.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

1. The sum of 26,000 pounds, chargeable to the Colonial Development Fund, has been included with expenditures from Colonial Revenue for purposes of classification by type of expenditure, but is not included in the total.

TANGANYIKA

(Trust Territory)

Total population (1951 midyear estimate): 7,827,000.
Total area: 939,000 square kilometres; 362,688 square miles.
Population density: 8 per square kilometre; 22 per square mile.
Total enrolment (1951) in Standards I to IV of all registered schools is approximately 187,000, which represents about 24 per cent of the four-year age group.
Enrolment of girls as percentage of total: 27 per cent in African primary schools, 48 per cent in European primary schools, 47 per cent in Indian primary schools.
Pupil-teacher ratio: 49 in African primary schools, 18 in European primary schools, 28 in Indian primary schools.

LEGAL BASIS

The principal ordinances governing education in Tanganyika are as follows. They do not apply to schools where the instruction is solely or mainly religious.

The *Education (African) Ordinance (Chapter 71)*. This establishes an advisory committee on African education consisting of government officials and persons nominated by the Governor to represent bodies engaged in educational work, the African population and the commercial and planters' communities. The ordinance provides for compulsory registration of African schools and the teachers working in them, and confers on the Director of Education powers to inspect all schools and close unsatisfactory ones.

The *Non-native Education Ordinance (Chapter 264)* establishes separate education authorities and education funds for the European and Indian communities. The education authorities represent government and parents. Their duties are to make plans for the development of the education of their own communities, to administer their own funds, to prepare estimates of revenue and expenditure and to ensure that schools are inspected. The education funds are derived from the contribution from public revenue to the education of the two communities, the non-native education tax paid by them and the fees in government schools. The ordinance also provides for compulsory registration of all European and Indian schools and the teachers employed in them, and confers power on the Director of Education to inspect schools and, with the approval of the appropriate authority, to close unsatisfactory ones.

The *Non-native Education Tax Ordinance (Chapter 265)* imposes a tax on all non-native males of 18 years or over. The tax on Europeans is graduated from 60 shillings to 150 shillings per annum, that on Asians from 37 shillings 50 cents to 100 shillings per annum.

The Indian Education Authority was originally responsible for Goan as well as Indian education but this was soon found unsatisfactory and a separate Advisory Committee for Goan Education was established.

In 1947 a 10-year plan for the development of African education was approved by the legislature and the Secre-

Total revenue (1951): 11,930,822 pounds.
Public expenditure on education (1951): 1,602,487 pounds including capital non-recurrent expenditure.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in March 1953.

tary of State; experience in the first three years led to a revision of the plan in 1950. Besides setting goals this plan provides the general framework for the educational system.

ADMINISTRATION

By an administrative change introduced in 1949, the financing and control of public education were differentiated for the several racial groups in the territory: Africans, Europeans, Indians, Goans and other non-natives.

The Department of Education is headed by a director who is responsible to the Legislative Council. The administrative structure of the department and the public schools is shown by the diagram.

Control of the African school system is vested directly in the Department of Education. All schools, except those where the instruction is solely or mainly religious, have to be registered and they fall into three categories: government and native authority schools, voluntary agency schools aided to the extent of 95 per cent of the teachers' salaries, and unassisted voluntary agency schools. Administration is largely decentralized. A number of government territorial establishments (i.e. serving the whole territory) fall under the Director of Education; but provincial education officers are responsible for the government and native authority schools within their respective provinces and supervise and inspect voluntary agency schools. Each voluntary agency maintains an educational secretary at the provincial level; two secretaries-general (for the Roman Catholic and non-Catholic groups of Christian missions) deal with the direction of education on matters affecting their schools as a whole.

The Advisory Committee on African Education, a territorial body with official and non-official members, advises the Director of Education on matters of policy. Similar bodies have been set up at provincial and district level; the latter are concerned particularly with the establishment and development of primary schools, and are taking on the character of local education authorities.

Control of the non-African school system is vested in two education authorities (for Europeans and Indians) and

an Advisory Committee for Goan Education. In each case the Director of Education is chairman *ex officio*, and a part of the Department of Education is responsible for executing the policy laid down. This form of administration was adopted in 1948, when the Non-native Education Tax was introduced; the proceeds of the tax are paid into separate funds, and the two authorities and one committee are designed to give the communities concerned some control over the use of the funds.

Finance

Expenditure on African education is met from four separate funds: territorial funds under the Education Department vote, native authority funds, development funds from

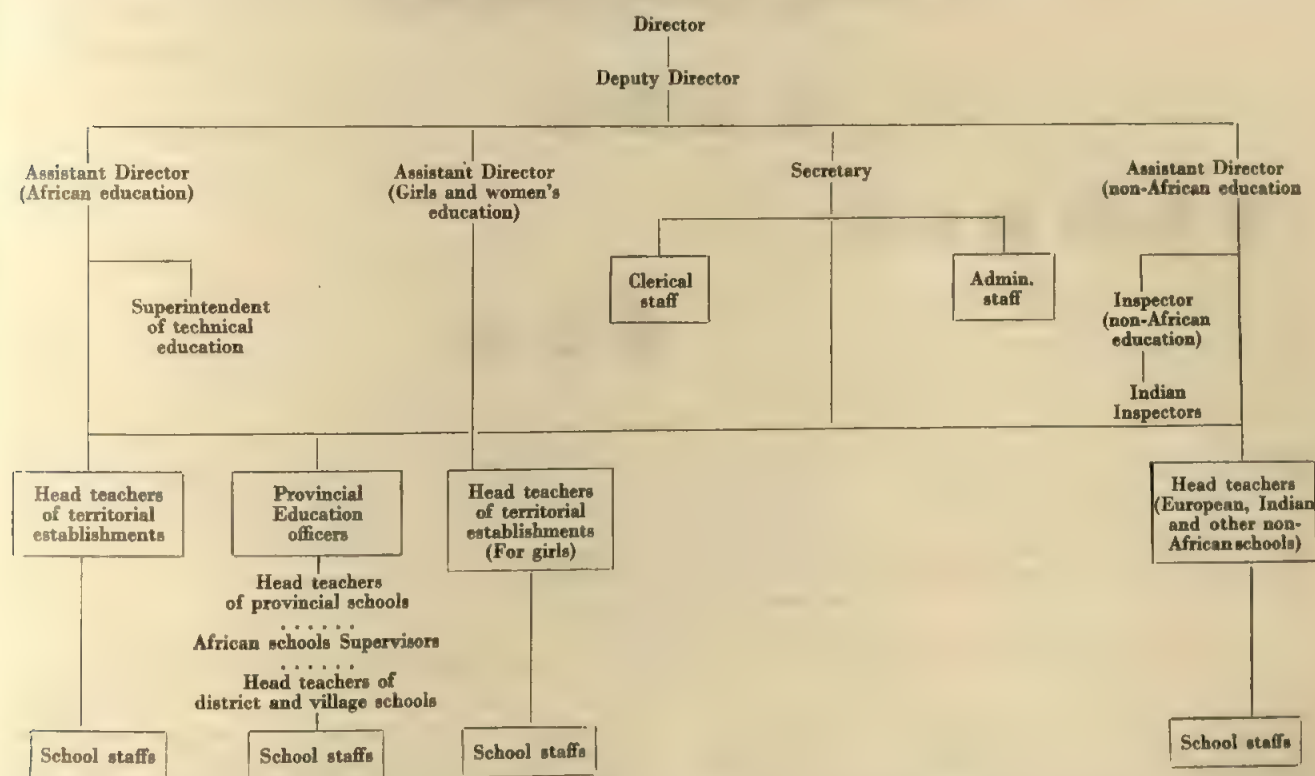
For financing non-African education a special fund is set up for each of these European, Indian and Goan groups. Revenue is obtained from the proceeds of the education tax, from a contribution from territorial funds, and from fees charged by the schools. The payment of grants-in-aid to voluntary agencies depends on the maintenance of satisfactory standards.

ORGANIZATION

African School System

Primary schools are co-educational and are designed to

ADMINISTRATION OF EDUCATION, TANGANYIKA, 1952



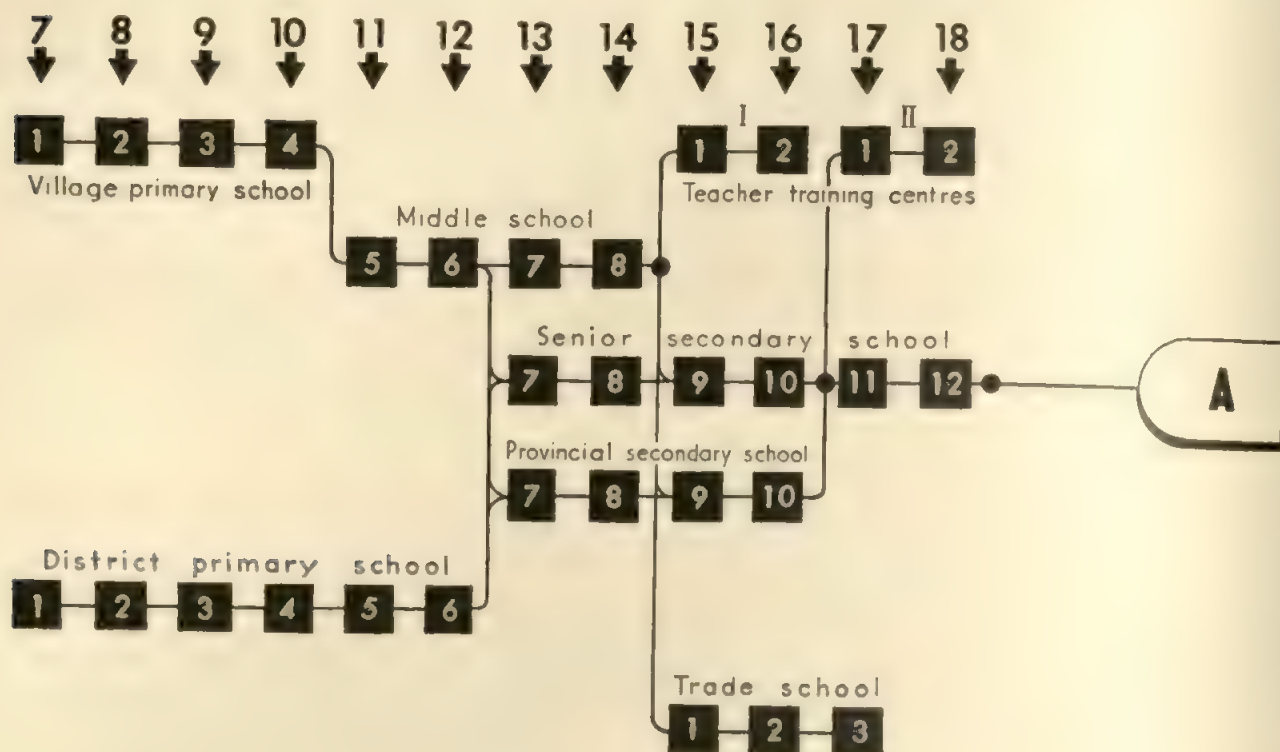
territorial revenue, and the Special Colonial Development and Welfare Funds. The central government and native authorities bear all costs of the schools they administer directly. Grants-in-aid to voluntary agencies are subject to the provisions of the African Education Ordinance (registration of the school, qualifications of the teachers, payment of teachers on an approved scale, inspection by the department), and cover most of the cost of salaries and supplies and half of the cost of buildings.

In government African schools primary education is free. Boarding fees of 100 shillings per annum are charged in secondary schools. Some native authorities insist that voluntary agencies charge small fees. In cases of need government and native authorities remit the fees.

provide a course sufficient for permanent literacy. Teaching in the early stages may be in the local vernacular, but the normal language of instruction is Swahili, the lingua franca of the territory. In addition to the usual classroom subjects, the curriculum includes gardening, handwork, physical training and singing. Outside the registered school system are a large number of 'bush' or subgrade schools. These comprise both catechetical centres or classes for religious instruction conducted by Christian missions, and Koranic schools run by the Moslem community. Some of these schools offer rudimentary general instruction up to the second class but the teachers rarely possess qualifications recognized by the department.

Middle schools provide for the next four years of instruction.

DIAGRAM



GLOSSARY

district primary school: old type of primary school now being replaced in favour of the 4-4-4 plan of primary, middle and secondary schooling.

middle school: upper primary school with curriculum emphasizing practical subjects.

provincial secondary school: incomplete general secondary school.

senior secondary school: complete general secondary school.

teacher-training centre: teacher-training school with courses at two levels.

trade school: vocational training school of trades and manual crafts.

village primary school: primary school with vernacular or Swahili as medium of instruction and emphasis on practical subjects.

A. Higher education abroad.

tion; in rural areas they are often boarding schools fed by a number of primary schools in the district. Swahili remains the medium of teaching, with English introduced as a subject. The curriculum has a practical bias, with syllabuses varied to suit the needs of the locality, since the purpose is to enable students completing the course to earn a living in their own communities or to continue with vocational training.

Secondary schools offer a more academic course, leading to the Cambridge School Certificate examination. The medium used is English.

Vocational education is provided by trade and agricultural schools and teacher-training centres, based mainly on the middle school. The trade school courses of three years are followed by two further years of on-the-job training. Agricultural schools are maintained by the Department of Education and by a co-operative union.

A number of other vocational centres and courses have been set up by government departments for the purpose of training technical and professional staff: these concern principally the railways and the veterinary, forestry and medical departments.

There are no facilities for higher education within the territory. Students attend the inter-territorial institution of Makerere University College, in Uganda, or go overseas to universities in the United Kingdom.

Non-African School System

European primary schools offer courses of six or eight years. English is the medium of instruction, except for the first four classes of schools in Afrikaans and Greek-speaking communities, where these languages are used. Because of the scattered population to be served a correspondence

school has been set up at Dar es Salaam. For secondary education European pupils usually go to Kenya, the government bearing part of the costs; recently a multilateral secondary school has been opened in Tanganyika itself.

The Indian Education Authority caters for a larger population and a full school system has been developed in two cycles, six years for the primary and six years for the secondary course. The primary curriculum includes vernacular studies, arithmetic, history and geography, hygiene, nature study and handwork. English is begun in the fourth class, and the medium of instruction is Urdu or Gujarati. In the secondary course, the curriculum is largely determined by the terminal Cambridge School Certificate examination.

ADULT EDUCATION

Several government departments are concerned with the provision of adult education for Africans. Social welfare centres exist in most urban areas and are used as the bases for broad programmes in community development. The Education Department has undertaken a pilot literacy scheme and maintains close relations with the East African Literature Bureau for the production of reading materials in Swahili and other languages.

TRAINING AND STATUS OF TEACHERS

Training courses for African teachers are maintained by government and voluntary agencies at two levels. The Grade 2 course lasts four years, the first two being general and the final two professional in nature. Students are recruited from the sixth class (i.e. half-way through middle school), or from the end of the middle school (when they take only the professional course). Those passing the final examination are eligible to teach in primary schools. The Grade 1 course is of two years' duration, parallel to the last two years of the secondary school, and produces middle school teachers. A special course for the Women

Teachers' Certificate lasts two years after completion of the middle school.

Teachers who pass the departmental examination at the conclusion of any of these courses are classified as 'certificated'. One other category is recognized by the department, that of 'licensed' teachers, who do not hold the certificate but have followed a training course and shown satisfactory standards of teaching. An approved salary scale is laid down by the department and applies to all government and assisted schools; the grant-in-aid system is designed to ensure equality of treatment in all types of school.

No training facilities for non-African teachers exist in the territory. Teachers are recruited from the United Kingdom or India, and salary scales are laid down according to qualifications.

SCHOOL WELFARE SERVICES

Physical education forms an integral part of all curricula, and schools are encouraged to organize games and sports. Extra-curricular youth activities such as scouting are widespread.

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1. NUMBER OF YEARS COMPLETED AT SCHOOL FOR AFRICAN PUPILS ENROLLED IN PRIMARY, MIDDLE AND GENERAL SECONDARY GOVERNMENT AND ASSISTED SCHOOLS AS AT 1 NOVEMBER 1951

Years completed at school	Pupils			Years completed at school	Pupils		
	Total	M.	F.		Total	M.	F.
Total	199 320	144 585	54 735				
1	67 158	44 438	22 720	7	2 249	1 780	469
2	47 373	33 381	13 992	8	1 690	1 362	328
3	35 788	26 838	8 950	9	518	489	29
4	28 091	22 299	5 792	10	446	419	27
5	8 772	7 245	1 527	11	100	93	7
6	7 069	6 175	894	12	66	66	—

Source. Tanganyika. Education Department. *Annual Report, 1951*. Dar Es Salaam, 1952.

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
AFRICAN					
Primary					
Government schools	388	1 112	112	50 761	9 011
Government-aided schools	972	2 835	1 439	140 163	42 273
Unaided schools	107	120	7	9 066	2 798
Secondary					
General secondary	101	746	212	2 667	83
Middle secondary				6 057	2 447
Teacher training				1 144	135
Technical and vocational				1 091	130
EUROPEAN					
Primary					
Government schools	7	4 48	38	973	464
Government-aided schools	10	29	23	504	256
Unaided schools	4	7	4	71	27
Secondary					
General secondary	...	8	5	107	48
Technical and vocational					
INDIAN					
Primary					
Government schools	2	51	11	1 914	501
Government-aided schools	79	334	131	8 753	4 505
Unaided schools	2	...	...	32	8
Secondary					
General secondary	11 7	10 105	16	2 930	1 016
OTHER NON-NATIVE ¹³					
Primary					
Government-aided schools	3	31	14 31	539	272
Secondary					
General secondary	15 .	7	4	188	91
Technical and vocational				12	12

Source. Tanganyika. Education Department. *Annual Report, 1951*. Dar Es Salaam, 1952.

Note. In addition 49 African students were attending Makerere College, Kampala, Uganda. The figures for European education include 24 pupils in the Correspondence Course residing outside the territory but do not include 292 Tanganyika children attending government and private schools in Kenya.

1. Including one untrained female teacher.
2. Including some schools with primary standards shown in primary education above.
3. Including 70 (21 female) untrained teachers.
4. Including 13 (8 female) untrained teachers.
5. Including 6 (5 female) untrained teachers.
6. Including 2 (1 female) untrained teachers.
7. Including 1 untrained teacher.
8. Including 9 children in primary schools studying beyond Standard VI.

9. Including 31 (4 female) untrained teachers.
10. Including 245 (91 female) untrained teachers.
11. Six of these schools have primary sections which have been included in the number of primary schools.
12. Including 64 (9 female) untrained teachers.
13. Including Goan.
14. Including 17 female untrained teachers.
15. Secondary sections of primary schools.

3. EXPENDITURE ON EDUCATION, 1951 (in pounds)

Racial classification and source of revenue	Total	Adminis- tration, inspection, etc.	Primary schools	Middle and secondary schools	Vocational training	Teacher- training centres	Post- secondary education	Scholarships overseas and regional	Board, lodging and uniform	Maintenance of school buildings, etc.	Capital or non-recurrent expenditure
African	1 271 226	55 290	447 771	161 069	49 072	42 000	37 445	1 200	135 514	1 058	340 807
Colonial Revenue	784 242	...	...	...	...	...	...	...	...	...	...
Local funds	123 913	...	...	...	...	...	...	...	...	...	...
Special Development Funds	112 301	...	...	...	...	...	...	...	...	...	...
Funds of government departments, other than Education	31 800	...	...	...	...	...	...	...	...	...	...
Voluntary agencies	218 970	...	...	...	...	...	...	...	...	...	...
European	172 930	8 144	68 186	39 951	—	—	—	7 637	25 800	—	23 202
Colonial Revenue	77 468	...	...	...	—	—	—	...	...	—	...
Local funds	95 452	...	...	...	—	—	—	...	...	—	...
Special Development Funds	—	—	—	—	—	—	—	—	...	—	...
Funds of government departments, other than Education	—	—	—	—	—	—	—	—	—	—	—
Voluntary agencies	...	...	...	...	—	—	—	...	...	—	...
Indian	149 069	8 357	85 833	28 611	—	—	—	1 403	—	120	24 765
Colonial Revenue	84 755	...	...	...	—	—	—	...	—	...	...
Local funds	64 334	...	...	...	—	—	—	...	—	...	...
Special Development Funds	—	—	—	—	—	—	—	—	—	—	—
Funds of government departments, other than Education	...	...	...	...	—	—	—	...	—	...	...
Voluntary agencies	...	...	...	...	—	—	—	...	—	...	...
Other non-native (including Goan)	9 252	265	2 925	975	—	—	—	87	—	—	5 000
Colonial Revenue	2 951	...	...	...	—	—	—	...	—	—	...
Local funds	6 301	...	...	...	—	—	—	...	—	—	...
Special Development Funds	—	—	—	—	—	—	—	—	—	—	—
Funds of government departments, other than Education	...	...	...	...	—	—	—	...	—	—	...
Voluntary agencies	...	...	...	...	—	—	—	...	—	—	...

Source. Tanganyika. Education Department. *Annual Report, 1951*. Dar Es Salaam, 1952.

Note. Official exchange rate : 1 pound = 2.80 U.S. dollars.

4. AGE, CLASS AND SEX DISTRIBUTION OF INDIAN PUPILS ENROLLED
IN PRIMARY AND GENERAL SECONDARY GOVERNMENT AND ASSISTED SCHOOLS AS AT 1 NOVEMBER 1951

Year of school course		Age														All ages	Median age	Class per- centage
		6—	6	7	8	9	10	11	12	13	14	15	16	17	18 +			
Kinder- garten	Total F.	15 7	19 8	6 4	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	40 19	6.3	0.3
1	Total F.	382 182	986 527	505 240	223 107	86 38	24 10	17 9	5 4	— —	— —	— —	— —	— —	— —	2 228 1 117	6.7	16.4
2	Total F.	6 3	218 113	718 338	491 239	251 119	124 62	52 31	21 10	7 —	5 1	— —	— —	— —	— —	1 893 916	8.0	13.9
3	Total F.	— —	5 2	144 71	528 254	490 236	269 134	151 84	69 35	23 6	12 4	2 1	2 —	— —	— —	1 695 827	9.3	12.5
4	Total F.	— —	— —	— —	97 45	452 227	490 233	376 182	219 101	95 40	46 16	23 4	3 —	3 2	— —	1 804 850	10.7	13.3
5	Total F.	— —	— —	— —	2 —	71 24	313 148	433 183	340 149	237 100	147 57	40 11	19 5	4 1	4 —	1 610 678	12.0	11.8
6	Total F.	— —	— —	— —	— —	3 —	77 34	281 138	360 178	302 120	209 78	110 39	38 8	10 4	7 —	1 397 599	12.8	10.3

Year of school course		Age														All ages	Median age	Class percentage
		6—	6	7	8	9	10	11	12	13	14	15	16	17	18 +			
7	Total	—	—	—	—	—	5	69	188	231	232	154	96	32	12	1 019	14.1	7.5
	F.	—	—	—	—	—	2	26	86	86	107	57	18	9	1	392		
8	Total	—	—	—	—	—	—	4	55	146	193	190	105	74	37	804	15.0	5.9
	F.	—	—	—	—	—	—	—	19	59	92	63	29	22	8	292		
9	Total	—	—	—	—	—	—	—	10	44	106	140	128	90	53	571	15.9	4.2
	F.	—	—	—	—	—	—	—	1	15	49	60	32	28	6	191		
10	Total	—	—	—	—	—	—	—	—	2	30	69	80	81	61	323	16.8	2.4
	F.	—	—	—	—	—	—	—	—	—	11	25	26	24	9	95		
11	Total	—	—	—	—	—	—	—	—	—	4	11	33	41	41	130	17.4	1.0
	F.	—	—	—	—	—	—	—	—	—	1	5	6	7	6	25		
12	Total	—	—	—	—	—	—	—	—	—	—	4	6	19	54	83	.	0.6
	F.	—	—	—	—	—	—	—	—	—	—	1	—	8	12	21		
Total	Total	403	1 228	1 373	1 341	1 353	1 302	1 383	1 267	1 087	984	743	510	354	269	13 597	10.8	.
	F.	192	650	653	645	644	623	653	583	426	416	266	124	105	42	6 022		
Percentage by age		3.0	9.0	10.1	9.9	9.9	9.6	10.2	9.3	8.0	7.2	5.5	3.7	2.6	2.0	.	.	.

Source. Tanganyika. Education Department. *Annual Report, 1951*. Dar Es Salaam, 1952.

ZANZIBAR AND PEMBA (U.K. Protectorate)

Total population, Zanzibar and Pemba (1951 midyear estimate): 272,000.

Total area: 2,642 square kilometres; 1,020 square miles.

Population density: 102 per square kilometre; 267 per square mile.

Population, within age limits 6 to 19 inclusive (1950 estimate): 69,498.

Arab and African: boys, 32,106; girls, 31,737.

Indian: boys, 2,835; girls, 2,828.

Total enrolment, first quarter 1950: 10,025.

Arab and African: boys, 5,302; girls, 1,365.

Indian: boys, 2,010; girls, 1,348.

Enrolment of girls as percentage of total: 28 per cent in primary schools.

Pupil-teacher ratio: 27 in primary schools.

Total revenue (1948): 901,208 pounds.

Public expenditure on education (1951) 178,132 pounds.

Cost per pupil (estimated): 20 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in March 1953.

The Protectorate consists of the two islands of Zanzibar and Pemba, ruled by a Sultan. Government is administered by a British Resident; important questions of policy are decided by an Executive Council, over which the Sultan presides; and a Legislative Council comprising both official and unofficial members is concerned with carrying out government policy.

LEGAL BASIS

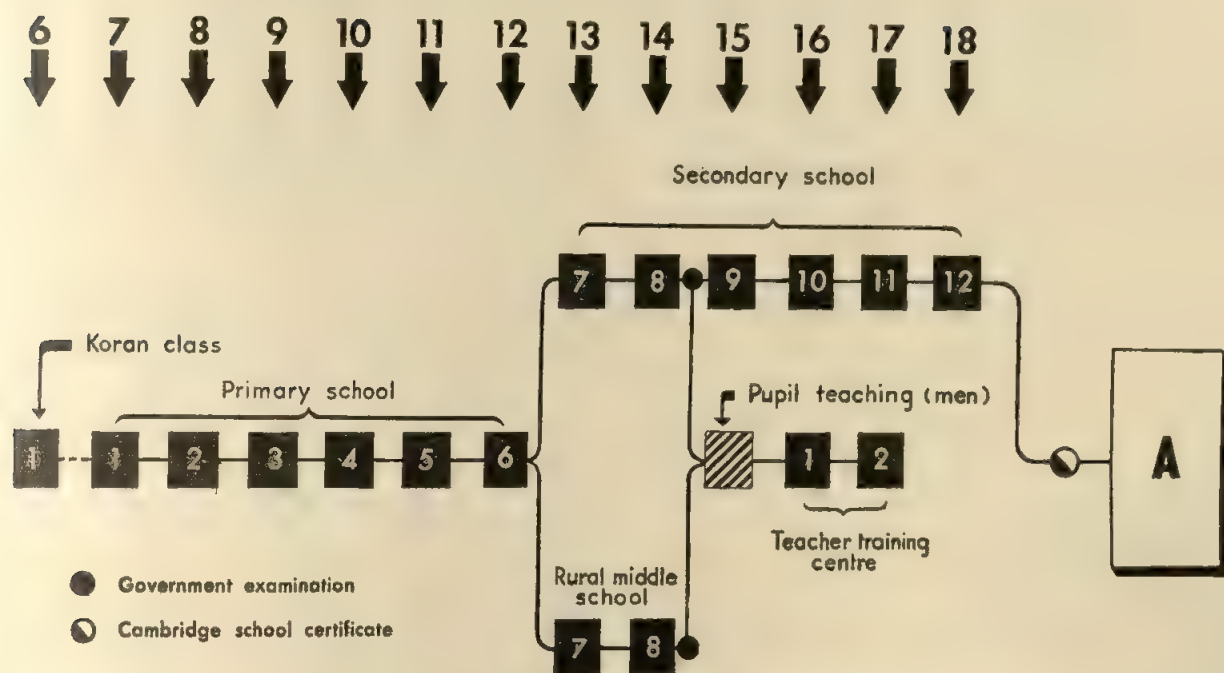
Education is controlled by decrees and regulations approved by the Legislative Council. In 1946 a 10-year development programme for education was drawn up,

with the aims of: extending primary education to reach 40 per cent of school-age children; providing facilities for teacher training; and improving the quality of secondary education.

ADMINISTRATION

The educational system of the Protectorate is administered by a Director of Education who is advised by an educational advisory committee composed of nominated members of all races. He is assisted by two women education officers and an inspector of schools. The latter has general charge of all boys' primary schools, his staff comprising an educa-

DIAGRAM



GLOSSARY

Koran class: a class providing religious instruction only, preceding the six years of a government primary school.
pupil teaching (men): initial year as pupil teachers to be completed by men

students before they are admitted to a teacher-training centre.
rural middle school: lower general secondary school providing course with an agricultural bias.

secondary school: general secondary school.
teacher-training centre: teacher-training school.

A. Higher education abroad.

tion officer and two supervising teachers in each of Zanzibar and Pemba.

Education is mainly in the hands of the government. The education of most Indians and of Christian Africans is undertaken by grant-aided schools; but the Arabs and indigenous Africans, making almost 95 per cent of the population, are Moslems and receive their education in government schools. In 1950 the government took over the Sir Euan Smith Madressa, an Indian boys' school. Co-education is not favoured. No facilities for the education of European children are provided by the government. A few European children attend St. Joseph's (Roman Catholic) Convent School (grant-aided) which caters mostly for Goans. Most European children over 7 go to school on the mainland. The government provides free transport and helps with the fees of those at government and grant-aided schools.

ORGANIZATION

In government Arab-African schools the six-year primary

course is preceded by a Koran class providing religious instruction only. Children who have attended one of the numerous non-government Koranic schools may be admitted directly to Standard I. Education in government primary Arab-African schools is free, and no charge is made for books and stationery. The medium of instruction is Kiswahili; the curriculum includes the three R's, religious instruction, Arabic, geography, hygiene, nature study, handicrafts and, in the top classes, English and history. School gardening for boys and domestic science for girls are introduced wherever possible. In the Sir Euan Smith Madressa fees vary from 25 shillings per term in Standard I to 40 shillings per term in Standards VII and VIII but books and stationery are free.

Assisted schools vary in size, but most are complete primary schools with a secondary top. The medium of instruction is an Indian language or English.

Secondary education is divided into two cycles; the junior secondary course of two years leads to a competitive examination taken by pupils from government and assisted schools alike. The final four years of secondary education are thus organized on an interracial basis. On completing

the course, pupils take the Cambridge School Certificate examination. One government establishment is a rural middle school, providing a junior secondary course with an agricultural bias. There is no technical school in the Protectorate, but a certain amount of training is provided by government departments.

Primary school teachers are trained within the Protectorate. Students are selected from Standard VIII applicants; the course lasts two years, and men students have to spend an initial year as pupil teachers before entering

their centre. The curriculum combines general and professional studies and practice teaching.

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 ZANZIBAR (Protectorate). EDUCATION DEPARTMENT. *Annual report for the year 1951*. Zanzibar, Government Printer, 1953. 44 p.

1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in pounds)

Item	Total expenditure	From Colonial Revenue	From Special Development Funds	From govt. depts. other than Education	From voluntary agencies
Total	178 182	102 004	50 662¹	3 804	21 642
Administration, inspection and office equipment	13 766	9 811	3 955	—	—
Primary schools	73 965	42 750	14 926	—	16 289
Secondary schools	23 499	15 822	6 680	—	997
Teacher-training schools and courses	3 715	647	3 068	—	—
Other vocational schools and courses	671	—	—	671	—
Post-secondary schools	7 690	7 690	—	—	—
Scholarships, overseas and regional	3 514	1 125	—	2 389	—
Board and lodging	11 580	6 605	3 831	—	1 144
Maintenance of school buildings, furniture and equipment	3 125	2 138	—	418	569
Capital or non-recurrent expenditure on all buildings, furniture and equipment	18 097	1 017	16 022	—	1 058
Other expenditure	18 510	14 399	2 180	326	1 605

Source. Zanzibar (Protectorate). Education Department. *Annual Report for the Year 1951*. Zanzibar, 1953.

1. Of which 21,267 pounds from Imperial funds and 29,395 pounds from Colonial funds.

2. SUMMARY OF SCHOOL STATISTICS AS AT 31 DECEMBER 1951

Level of education and type of school	Institutions	Teachers		Pupils		Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.			Total	F.	Total	F.
Primary						Secondary					
Government schools	41	1 226	65	16 234	1 392	Government schools	4	5 42	5 6	735	125
Teacher training centres				68	14	Government-aided schools	...	7 4	—	...	...
Government-aided schools ²	12	88	54	2 384	1 410						
Unassisted schools ³	3	14	...	255	49						

Source. Zanzibar (Protectorate). Education Department. *Annual Report for the Year 1951*. Zanzibar 1953.

Note. In addition 4 students from Zanzibar are in England taking various courses and 13 are studying at Makerere College, Uganda.

1. Including 11 untrained male teachers.
2. Eight Indian and four mission schools. The majority of these schools include the first two years of the secondary course, while two prepare pupils for the Cambridge School Certificate Examination.
3. Including 14 male and 28 female untrained teachers.

4. In addition in 1951, 872 Koran schools provide solely religious instruction to 10,742 children (3,695 female).
5. Including 6 male and 2 female untrained teachers.
6. Included with primary schools and pupils.
7. Including 1 untrained teacher.

**3. AGE-SEX DISTRIBUTION OF PUPILS IN PRIMARY AND SECONDARY
GOVERNMENT AND AIDED SCHOOLS, BY YEARS COMPLETED AT SCHOOL, 31 DECEMBER 1951**

Years completed at school	Number of pupils			Years completed at school	Number of pupils		
	Total	M.	F.		Total	M.	F.
Total	9 353	6 426	2 927				
1	1 322	937	385	8	424	292	132
2	1 500	914	586	9	396	271	125
3	1 362	925	437	10	158	105	53
4	1 180	789	391	11	122	87	35
5	994	683	311	12	69	55	14
6	935	679	256	13	44	44	—
7	847	645	202				

Source. Zanzibar (Protectorate). Education Department. *Annual Report for the Year 1951*. Zanzibar, 1953.

MAURITIUS

Total population (1952 midyear estimate): 504,000 (excluding dependencies: Rodrigues 16,000; other, 2,000).

Total area: 2,000 square kilometres; 770 square miles.

Population density: 252 per square kilometre; 654 per square mile.

Population within school age limits (5 and over to 12 and over): 91,076.

Total enrolment, within school age limits: 66,131.

Enrolment of girls as percentage of total: 41 per cent.

Pupil-teacher ratio: 34 in primary schools, 16 in secondary schools.

Total revenue (estimated for 1952-53): 80,717,283 rupees.

Public expenditure on education: approved estimates for 1952-53, 13,040,394 rupees; annually recurrent, 9,833,394 rupees; capital expenditure, 3,207,000 rupees.

Cost per pupil: 147 rupees per annum (excluding capital expenditure).

Official exchange rate: 1 Mauritius rupee = 0.21 U.S. dollar.

Revised by the Department of Education, Mauritius, in December 1952.

LEGAL BASIS

The Education Department of Mauritius operates by virtue of the authority of the Education Ordinance 1944 and the Education Code (Regulations made under Section 25 of the Ordinance). Under the Ordinance all government-aided and private education is subject in varying degrees to the control of the Director of Education, who is advised by a number of committees. The director is required to seek approval of the central administration for projects of major financial or political consequence.

Primary education is free but not compulsory (except in three experimental areas) but legislation allows compulsion to be introduced when appropriate. Primary schooling covers seven years, beginning at the age of 5, but as children are not forced to leave school on grounds of age some stay up to 14 or 15 years of age. Children of 12 years of age may legally be employed in agriculture, and at 15 in industry.

ADMINISTRATION

The administrative machinery consists of the Director of Education, a deputy director who is mainly concerned with day-to-day routine administration and has special charge of the school building programme, two assistant directors, one responsible for the secondary schools and the other for the primary schools, a youth organizer, adult education officer, visual education officer, school medical officer and school dentist. The primary school inspectorate (one senior inspector, seven area inspectors and one agricultural inspector) is based on headquarters, but district offices are being opened as quickly as possible. Outside headquarters, the senior administrative officers are the heads of the three government secondary schools and the principal of the training college.

In April 1951 an unofficial member of the Executive Council of Government was appointed Education Department Liaison Officer. He concerns himself with policy and

financial matters affecting the department, but not with promotions, appointments and discipline.

Five external advisory committees of non-officials (education, youth, scholarship, student advice, and examinations committees) with broad community representation advise the director and assist in the shaping of educational policy. There are also three senior departmental committees—planning, textbooks and syllabuses, and joint departmental (trade union).

There is no delegation of authority by the central department to the local authorities, but some authority is delegated to aided schools, which are usually responsible to the director through their own religious educational authority (Roman Catholic, Church of England, Hindu, Moslem).

Secondary education is to an appreciable extent in the hands of voluntary agencies, usually religious, as there are only three government secondary schools catering for 8 per cent of the secondary students.

Primary education is co-educational but secondary, in general, is not. Out of 14 recognized secondary schools, four are co-educational.

Education Department inspectors have access to all schools on the island.

Finance

Annual recurrent expenditure is met entirely from colonial revenue but imperial funds are available for capital expenditure on development projects. Fees are charged at all secondary schools (except in cases of scholarship or hardship at government and government-aided schools) but in general they are lower in government than in aided or private schools. Eighty per cent of the government expenditure was for salaries in government and aided schools. Other major items of expenditure were scholarships, maintenance grants to primary and secondary schools other than for salaries, books and equipment and free milk.

A large proportion of the private secondary schools receive no financial aid from the government, i.e. they are not 'approved'.

ORGANIZATION

Primary Education

The normal primary course consists of a 'beginners' class and six grades—Standards I to VI. A pupil may complete this course in 7 years (one year in beginners' class) so that children are not normally at school for the whole range of 5 to 14 years unless they go on to some form of secondary education. Of the children in the 5 to 12 years group, 72.6 per cent attended either the primary schools or the lower division of the secondary schools in 1952. It is not accurately known how many attended private schools but the latest estimate is that one child out of every eight is going to unaided primary and secondary schools.

There is provision in a few primary schools for education beyond Standard VI for those pupils who do not wish to go to secondary schools, and active steps are being taken to start senior or central schools for the 12 to 15 age group.

There is a large proportion of the total enrolment in the

lower grades, older pupils often being well below their normal age-grade level.

The primary curriculum includes English, French, arithmetic, geography, hygiene, singing and physical training with domestic science, handicrafts and gardening in some schools. Progression from one standard to another is by internal examination. There is a leaving certificate examination for sixth standard pupils, with a special scholarship examination leading to free tuition in the government or aided secondary school, as the pupil chooses.

There are at least 10 languages in common use on the island. The language of instruction in the first four primary grades is usually French, Creole or one of the Indian languages. Other local languages (Indian) are taught outside school hours. From Standard V and through the government and aided secondary schools the language of instruction is English.

Suitable buildings and improved equipment are serious needs in primary education as in the other branches. A five-year building programme has been approved and good progress made in the first year.

Non-government private schools receive aid mainly in the form of subsidies towards the payment of teachers' salaries.

Secondary Education

The government provides secondary education to a limited degree (two colleges for boys and one for girls) and gives substantial aid to private secondary schools run on a non-profit basis (i.e. 75 per cent of the salaries of the approved teaching staff) but 70 per cent of the private schools are not aided in this manner as they do not attain the standards of instruction required to qualify for assistance. They do get *ad hoc* grants to improve the quality of their services, e.g. grants for science laboratories, libraries, playing fields, etc.

Scholarships are granted to government and aided schools by examination or on the grounds of hardship.

The curriculum in secondary schools is heavily biased towards academic education, the aim of all secondary schools being to prepare students for the Cambridge School Certificate or the General Certificate of Education and the Higher School Certificate examinations.

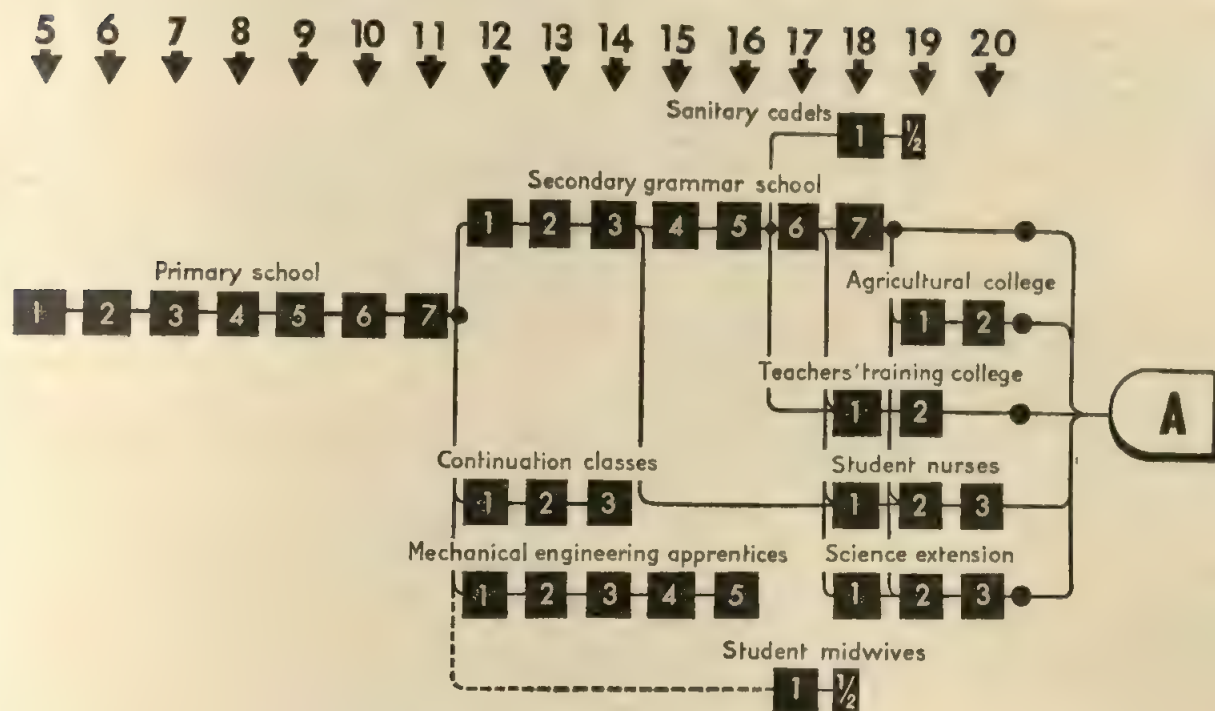
Six 'English scholarships' are awarded annually to enable students to complete a higher education at government expense overseas. The Nichols Report on Secondary Education (1947) is critical of the secondary school courses and blames the English scholarships for the rigid nature of the secondary curriculum. Plans in secondary education include provision for broadening of the curriculum.

Vocational Education

Vocational training is carried out almost exclusively by departments other than the Department of Education. There is a highly developed agricultural college, training is provided for nurses, sanitary inspectors, police and telegraphists, and there are a number of apprenticeship schemes. Trades are taught in institutions for delinquents.

The Department of Education is planning a trades

DIAGRAM



GLOSSARY

NOTE. Nearly all vocational training courses are provided by departments other than the Department of Education.

agricultural college: vocational training school of agriculture.

continuation classes: post-primary classes attached to a primary school.

mechanical engineering apprentices: voca-

tional training school for apprentices in engineering trades.

sanitary cadets: vocational training school of sanitary engineering.

science extension: upper secondary course in science preparing for university studies in engineering, medicine, dentistry, pharmacy, etc.

secondary grammar school: general secondary school.

student midwives: vocational training school of midwifery.

student nurses: vocational training school of nursing.

A. Higher education abroad.

school, and the Director of Education submitted a report in this connexion in 1952.

Higher Education

The island population is not great enough to support an institution of university standard. All training at this level is undertaken overseas and several scholarships and departmental training schemes exist to assist this work. A guidance service is provided for students wishing to take a higher education overseas. In 1951 there were 226 students taking 21 different courses in various universities and institutes of higher education.

Teacher Education

The training college is non-residential. The full training

course lasts for two years, and shorter six-month courses are also run as a temporary measure to help meet the call for teachers. Trainees are selected by examination and interview among applicants who have some secondary schooling. The aim is to recruit students already possessing the school certificate, but this level cannot always be reached.

Short courses, refresher courses and part-time courses for teachers in service are being used to improve teaching standards.

Special Education

Blind and crippled children have special educational facilities.

ADULT EDUCATION

There are now available extension classes in science subjects and continuation classes for general education and special training in commercial subjects. Library facilities are being increasingly provided. With the development of village councils having municipal responsibility efforts are being made to develop community centres with educational facilities. Many of these centres are housed in the village school.

STATUS OF TEACHERS

Entry into the permanent teaching service is by way of the teachers' training college or by special recognition in virtue of teaching ability. Permanent teachers are pensionable. There has recently been a considerable increase in salary rates. Eighty per cent of all teachers employed in government and aided primary schools in 1952 had not completed a secondary school course and 17 per cent had had no form of teacher training.

SCHOOL WELFARE SERVICES

Free milk and yeast are distributed daily to all primary

pupils. Limited medical and dental services are provided. Physical training facilities are limited but provision is made in all schools for physical work. Scouts, guides, and youth clubs are active throughout the island.

TRENDS

The Department of Education is operating a five-year development programme aimed at providing more and better school buildings and facilities, expanding and improving teacher training, improving primary school methods and decreasing class sizes, broadening the secondary curriculum and attaining compulsory education in the reasonable future.

REFERENCES

- MAURITIUS. EDUCATION DEPARTMENT. *Annual report for the year ending 31st December, 1951*. Port Louis, Government Printer 1952. 82 p.
- . *The Nichols report on secondary education in Mauritius*. Port Louis, Government Printer, 1948. 17 p.
- . *Report on Mauritius*. Port Louis, Government Printer, 1952. 158 p.

1. SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Public schools	145	1 683	951	62 959	26 163
Private schools	111	342	269	7 448	3 195
Preparatory divisions in public middle schools	7	58	54	1 357	772
Secondary					
<i>General</i>					
Middle schools, public	12	181	81	2 428	1 036
Middle schools, private	35	212	83	4 156	1 048
<i>Vocational</i>					
Mechanical engineering apprentices	1	3	—	30	—
Nursing courses	3	8	—	191	191
Midwifery courses	1	2	2	30	30
Sanitary courses	1	1	—	10	—
Higher technical					
College of Agriculture	1	15	—	75	—
Special					
For delinquents					
Industrial schools	1	3	—	109	—
Borstal Institution	1	1	—	121	—
For the blind	1	2	—	25	6
For the crippled	1	4	4	102	45

Source. Mauritius. Education Department.

1. 26 middle schools with primary divisions are included.

2. The 7 preparatory divisions are also included with the 12 public middle schools.

2. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN GOVERNMENT MAINTAINED,
GOVERNMENT-AIDED AND UNAIDED PRIMARY SCHOOLS IN 1951

Class and sex		Age											Total by sex	Total by class	Median age	Per- centage by class				
		6 —	6	7	8	9	10	11	12	13	14	15 +								
Pre-school																				
M.		4 759	3 222	1 327	535	162	37	16	2	5	10	12	10 087 7 659	{	17 746	.	26.1			
F.		3 673	2 406	1 047	400	104	24	4	1	—	—	—								
Standard I																				
M.		342	1 761	2 458	1 574	616	282	78	29	6	1	20	7 167 5 455	{	12 622	7.6	18.6			
F.		278	1 380	1 903	1 204	451	183	45	7	4	—	—								
Standard II																				
M.		16	334	1 307	2 237	1 367	766	360	121	30	12	3	6 553 4 946	{	11 499	8.7	16.9			
F.		15	270	1 120	1 670	1 002	523	251	70	17	8	—								
Standard III																				
M.		1	51	299	983	1 340	1 293	806	511	218	61	15	5 578 4 063	{	9 641	10.0	14.2			
F.		1	56	253	764	1 022	891	641	297	119	17	2								
Standard IV																				
M.		—	1	47	190	598	1 011	1 048	823	483	228	58	4 487 2 884	{	7 371	11.3	10.8			
F.		—	—	29	154	426	735	685	526	226	84	19								
Standard V																				
M.		—	—	2	17	120	420	695	760	576	401	168	3 159 1 922	{	5 081	12.4	7.5			
F.		—	—	2	18	101	257	424	457	351	259	53								
Standard VI																				
M.		—	—	—	2	24	116	378	551	586	464	369	2 490 1 340	{	3 830	13.2	5.6			
F.		—	—	—	1	8	77	223	313	344	224	150								
Post-standard																				
M.		—	—	—	—	—	—	6	24	16	20	15	81 109	{	190	13.9	0.3			
F.		—	—	—	—	—	1	5	15	29	35	24								
Total by age		{	M.	5 118	5 369	5 440	5 538	4 227	3 925	3 387	2 821	1 920	1 197	660	39 603 28 378	{
			F.	3 967	4 112	4 354	4 211	3 114	2 691	2 278	1 686	1 090	627	248						
			M. & F.	9 085	9 481	9 794	9 749	7 341	6 616	5 665	4 507	3 010	1 824	908			67 980	.	.	.
Percentage by age				13.4	14.0	14.4	14.4	10.8	9.7	8.3	6.6	4.4	2.7	1.3		

Source. Mauritius. Education Department.

Note. Figures do not include pupils in preparatory and primary classes of government-maintained, government-aided and unaided secondary schools and teacher-training colleges.

3. PUBLIC EXPENDITURE ON EDUCATION, 1950/51 (in Mauritius rupees)

Source of revenue	Total	Administration, inspection, etc.	Primary schools	Secondary schools		Scholarships	Maintenance of buildings, furniture, etc.	Other
				General	Teacher training			
Total	5 149 258	...	...	...	...	...	...	...
From Colonial Revenue	4 694 041	109 045	2 535 915	632 238	193 723	226 367	50 043	944 148
From Special Development Imperial Funds	455 216	...	...	...	...	...	...	...

Source. Mauritius. Education Department. *Annual Report for the Year Ending 31st December, 1951*. Port Louis, 1952.

Note. Official exchange rate : 1 Mauritius rupee = 0.21 U.S. dollar.

SEYCHELLES

Total population (1951 midyear estimate): 37,000.
Total area: 405 square kilometres; 156 square miles.
Population density: 88 per square kilometre; 237 per square mile.
Total enrolment, within compulsory school age limits: no statistics are available but an estimated 50-60 per cent of the children receive education for periods of varying length.
Enrolment of girls as percentage of total: 51 per cent.
Pupil-teacher ratio: 23 in primary schools.
Illiteracy rate (1947 census): 65 per cent of the population 10 years of age and over.

LEGAL BASIS

The Education Ordinance of 1944 provides for the general administrative framework of public education and establishes an advisory council. Regulations issued by the Governor in Council deal with specific aspects of the school system. Education is not compulsory; but a compulsory attendance order made in 1949 requires all primary school pupils registered in Standard V to remain at school until they have completed Standard VI or have reached the age of 15. A 10-year development plan (1947-56) sets as goals for 1956 the provision of school places for 80 per cent of the 6 to 12 year age group and for 50 per cent of the 12 to 15 year age group; and correspondingly there is a planned increase of buildings and teacher-training facilities.

ADMINISTRATION AND FINANCE

The Director of Education is assisted by two supervising teachers, four organizers and instructors, a visual aids officer and clerical staff. The professional officers of the department visit all schools. The Advisory Council for Education brings together senior government officials and representatives of the schools, churches and general public to discuss matters of broad policy.

While the department maintains a certain number of schools, mainly at the post-primary level, most schools are privately owned by Roman Catholic and Church of England missions.

Education is financed from Colonial revenue, with grants from Imperial funds for capital expenditure under the Development Plan. Some three-quarters of the private schools are aided by the government, the subsidy most commonly taking the form of payment of the whole of teachers' salaries. Education is free in all primary and modern schools. The two all-age secondary schools charge moderate fees in both preparatory and secondary departments.

ORGANIZATION

The 6-3-3 plan is followed.

Primary schools have Standards I to VI, with an average

Total revenue: 4,757,267 Seychelles rupees.

Public expenditure on education (1951): 545,265 Seychelles rupees.

Official exchange rate: 1 Seychelles rupee = 0.21 U.S. dollar.

Revised by the Colonial Office, London, in March 1953.

entrance age of 6 years. The curriculum includes English and French, Creole being used in the earlier classes until English can be used as the medium of instruction. At the conclusion of the course pupils take a departmental Standard VI examination.

Secondary education is available at modern schools and academic secondary schools. The modern school course lasts three years; the curriculum has a strongly practical bias, and an effort is made to serve the community at large through the provision of continuation classes. Two secondary schools of the grammar type offer six years of education leading to the Cambridge School Certificate examination and to post-certificate study for pupils intending to go on to higher education overseas. Curricula are largely determined by the examination requirements.

A government technical centre trains apprentices in woodwork. Domestic science centres have been set up to provide classes for the girls from surrounding primary schools.

Teachers are graded according to an established scale based on experience and qualifications. The levels, in rising order, are: pupil teachers; uncertificated; student; certificated; selected grade and special grade teachers. Training of teachers is conducted on an in-service basis by departmental officers, and examinations at the conclusion of courses permit teachers to acquire an improved status.

The colony has no facilities for higher education. A number of scholarships are available for study abroad.

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- GREAT BRITAIN. COLONIAL OFFICE. *Annual report on Seychelles for the year 1948. (Colonial annual reports.)* London, HMSO, 1949. 25 p.
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- . DEPARTMENT OF EDUCATION. *Annual report for the year 1951.* Victoria, Mahé, Govt. Print. Off. 40 p.

1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS ENROLLED IN PRIMARY
AND SECONDARY SCHOOLS AS AT 31 DECEMBER 1951

Class	Age																All ages	Median age	Class percent- age	
	6	7	8	9	10	11	12	13	14	15	16	17	18	19						
Pre-school																				
Total	140	263	309	166	64	20	13	—	2	2	—	—	—	—	—			979	7.3	19.9
F.	70	133	108	82	32	7	4	—	—	1	—	—	—	—	—			437		
Standard I																				
Total	7	58	174	263	201	89	39	30	8	—	—	—	—	—	—			869	8.7	17.6
F.	6	31	81	122	79	41	17	12	5	—	—	—	—	—	—			394		
Standard II																				
Total	6	5	51	176	244	192	113	56	24	4	—	—	—	—	—			871	9.8	17.7
F.	2	—	25	93	136	85	53	27	12	2	—	—	—	—	—			435		
Standard III																				
Total	2	—	6	36	115	176	167	122 ¹	55	22	3	2	—	—	—			706	11.1	14.3
F.	2	—	4	22	59	96	69	57	28	6	1	—	—	—	—			344		
Standard IV																				
Total	—	—	—	1	28	90	138	148	103	36	10	—	—	—	—			554	12.1	11.2
F.	—	—	—	1	14	55	80	91	54	14	6	—	—	—	—			324		
Standard V																				
Total	—	—	—	—	2	14	67	117	95	57	24	—	—	—	—			376	12.9	7.6
F.	—	—	—	—	2	6	37	68	50	25	12	—	—	—	—			200		
Standard VI																				
Total	—	—	—	—	—	1	14	36	71	82	47	8	—	—	—			259	14.1	5.3
F.	—	—	—	—	—	1	8	20	48	52	21	2	—	—	—			152		
Form 1																				
Total	—	—	—	—	—	—	—	5	29	43	38	17	4	—	—			136	14.8	2.8
F.	—	—	—	—	—	—	—	3	14	27	18	8	3	—	—			73		
Form 2																				
Total	—	—	—	—	—	—	—	—	4	23	37	28	10	1	—			103	15.7	2.1
F.	—	—	—	—	—	—	—	—	1	14	19	14	3	—	—			51		
Form 3																				
Total	—	—	—	—	—	—	—	—	2	2	10	17	13	4	1			49	16.6	1.0
F.	—	—	—	—	—	—	—	—	1	1	6	11	9	2	1			31		
Form 4																				
Total	—	—	—	—	—	—	—	—	—	—	3	3	5	4	—			15	17.3	0.3
F.	—	—	—	—	—	—	—	—	—	—	1	—	2	2	—			5		
Form 5																				
Total	—	—	—	—	—	—	—	—	—	—	1	—	—	8	1			10	18.5	0.2
F.	—	—	—	—	—	—	—	—	—	—	1	—	—	3	1			5		
Form 6																				
Total	—	—	—	—	—	—	—	—	—	—	—	—	1	2	—			3	18.3	0.1
F.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—			—		
Total by age } M. & F.	155	326	540	642	654	582	551	514	393	271	173	75	33	19	2			4 930	10.2	.
} F.	80	164	218	320	322	291	277	278	213	142	85	35	17	7	2			2 451		
Percentages, by age	3.1	6.6	11.0	13.0	13.3	11.8	11.2	10.4	8.0	5.5	3.5	1.5	0.7	0.4	0.0			.	.	.

Source. Seychelles. Department of Education. *Annual Report for the Year 1951*. Victoria, Mahé, 1952.

Note. Does not include students in continuation classes, vocational training or teacher training.

2. EXPENDITURE ON EDUCATION, 1951 (in Seychelles rupees)

Item	Total	Adminis- tration, inspection etc.	Primary education	Secondary education			Scholarships	Maintenance	Capital expenditure	Other expenditure
				General	Vocational	Teacher- training				
Total	545 263	36 084	197 992	91 521	5 185	20 598	10 753	21 902	120 304	40 926
Expenditure from Colonial Revenue	354 886	32 252	175 822	76 034	1 825	19 265	9 725	13 257	—	26 706
Expenditure from local funds	800	—	—	—	—	—	—	—	—	800
Expenditure from Special Development Funds	72 582	—	12 214	13 028	—	—	—	—	46 520	820
Expenditure by government departments other than Education	45 773	—	—	—	3 360	—	—	—	42 413	—
Estimated expenditure by voluntary agencies	* 71 224	* 3 832	* 9 956	* 2 459	—	* 1 333	* 1 028	* 8 645	* 31 371	* 12 600

Source. Seychelles. Department of Education. *Annual Report for the Year 1951*. Victoria, Mahé, 1952.

Note. Official exchange rate: 1 Seychelles rupee = 0.21 U.S. dollar.

3. SUMMARY OF SCHOOL STATISTICS, 1951 AS AT 31 OCTOBER 1951

Level of education and type of school	Insti- tutions	Teachers		Students		Level of education and type of school	Insti- tutions	Teachers		Students	
		Total	F.	Total	F.			Total	F.	Total	F.
Primary						Secondary					
Government schools	2	14	12	252	34	General					
Aided schools	24	172	159	4 006	1 967	Government schools	1 3	19	5	269	107
Private schools	7	15	15	356	285	Aided school	1	7	7	81	81
						Vocational					
						Government school	1	...	...	20	—
						Teacher training					
						Government	7	...	...	165	150

Source. Seychelles. Department of Education. *Annual Report for the Year 1951*. Victoria, Mahé, 1952.

Note. In addition 14 students were pursuing higher education in the United Kingdom.

1. Seychelles College, 2 government modern schools.

2. Including teachers of the Technical Centre, continuation classes, teacher-training centres.

3. Including 33 students in continuation classes.

4. Including 20 students in continuation classes.

5. See government schools, secondary general.

6. Students at the Technical Centre. In addition, there were 16 police trainees, 5 males training as hospital dressers, and 48 girls training as nurses or midwives.

7. There were 4 teacher-training courses.

G A M B I A

Total population (1951 midyear estimate): 279,000.

Total area: 11,000 square kilometres; 4,250 square miles.

Population density: 26 per square kilometre; 66 per square mile.

Public expenditure on education (1950 estimate): 51,000 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in June 1953.

ADMINISTRATION

The administration of the educational system is in the hands of a Senior Education Officer, assisted in Bathurst and the Colony by a woman education officer and in the Protectorate by a protectorate education officer. The department is advised on policy by a board of education representing the community and various educational agencies.

Schools are of three types: government schools, financed and managed by the department; mission schools, some of which are grant-aided and managed by committees on which the government is represented; district authority schools, financed and run by local authorities with the government paying the salaries of qualified teachers.

All schools charge fees.

ORGANIZATION

The primary school course lasts seven years. The medium of instruction is English, but the several vernaculars are used orally in the classroom. Departmental syllabuses are followed in all schools.

Secondary schools exist only in Bathurst. They provide courses of up to six years in preparation for the Cambridge School Certificate, and curricula are largely determined by this examination.

A considerable number of Gambian students go to Sierra Leone and the United Kingdom on scholarships for professional and higher education. Recently a teacher-training centre was established in the Protectorate, providing a one-year course at secondary level.

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1. PUBLIC EXPENDITURE ON EDUCATION, 1950 (thousand pounds)

Item	Amount
Total	* 51
Primary education	35
Secondary, general	13
Teacher training	3

Source. Great Britain. Colonial Office.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

2. SUMMARY OF SCHOOL STATISTICS, 1949

Level of education and type of school	Insti- tutions	Teachers	Pupils	
			Total	F.
Primary				
Government schools	28	158	2 955	...
Government-aided schools	3		472	—
Other schools	4		406	...
Secondary				
Mission schools	4		359	175

Source. Gambia. Education Department. *Annual Reports for the Years 1947, 1948 and 1949.* Bathurst, 1952.

SIERRA LEONE

Total population (1951 midyear estimate): 2 millions.
Total area: 72,323 square kilometres; 27,924 square miles.
Population density: 28 per square kilometre; 72 per square mile.
Total enrolment in primary schools (1951): 37,297.
Enrolment of girls as percentage of total: 30 per cent.
Pupil-teacher ratio: 31 in government-maintained and aided schools.
Illiteracy rate (1947 census): 71 per cent.

LEGAL BASIS

The Education Ordinance of 1952 provides for the administration of education at central and local levels, and in particular is designed to associate communities with educational work in their areas. Earlier ordinances and rules issued by the Governor in Council bear on separate aspects of the educational system.

ADMINISTRATION

Administratively, Sierra Leone is divided into the Colony (the coastal strip about Freetown) and the hinterland

Total expenditure on education (1951): 571,544 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in June 1953.

Protectorate, the two regions differing considerably in their educational conditions.

The Department of Education is headed by a director and comprises a small professional and administrative staff at headquarters. Executive authority is devolved to two senior education officers, for the Colony and Protectorate respectively. All officers of the department take part in the inspection of schools and in making advisory visits. The director is assisted by an advisory board of education with a majority of unofficial African members. The board appoints a planning committee for the study of development schemes. While the department maintains only a limited number of schools, the units of local government—the native authorities—are

taking an increasing part in the support and control of primary schooling. The 1952 ordinance creates the machinery of local education authorities by which the district councils will exercise control over schooling.

A large part of the initiative in setting up and running schools continues to rest with voluntary agencies or religious missions. While the several missions have developed along their own lines, the degree of co-ordination and of contact with government—at both central and local levels—has steadily grown. The combined Protestant missions and the Roman Catholics each have an educational secretary to maintain relations with the Director of Education; and the managers of mission schools participate in the work of local education authorities.

Funds for education are derived mainly from Colonial revenue. Additional funds for capital expenditure have been allotted by the United Kingdom Government, under the Colonial Development and Welfare Act, and by the Sierra Leone Government. Apart from meeting in full the cost of government schools, the central authorities pay grants to native authorities (two-thirds of the cost of salaries and equipment) and to missions (full cost of salaries) in respect of all schools approved by the Department. Capital expenditure is assisted to the extent of 50 per cent. Fees are charged in all schools; the rate is not high, the revenue from this source amounting in 1951 to 4 per cent of ordinary recurrent expenditure on government schools. Reduced fees and free places are common.

ORGANIZATION

The school system is in the process of being converted from eight years of primary and five years of secondary education to a 6-3-3 plan. The change is not yet complete, so that schools of intermediate type still exist.

Primary Education

The primary course of six years is divided into two infant classes and four standards. As a rule schools are co-educational. The medium of instruction in the Colony is English; in the Protectorate the vernaculars are used at first, with English progressively introduced until it becomes the medium in the fifth year. The department issues a syllabus for the primary classes, and revises it periodically after consultation with interested agencies, including training colleges.

Secondary Education

Central schools provide a three-year course of a practical character. They are a recent innovation, and as the name indicates they serve a number of primary schools in the district. The curriculum is still in the experimental stage, since some of the pupils continue to upper secondary and vocational education while others leave school to work in their predominantly agricultural communities.

Secondary schools of the academic or grammar type offer a five-year course leading to the Cambridge School Certificate. With the shortening of the primary course,

these schools may set up a preparatory class to bring new pupils up to the standard required for entrance to the first form. The curriculum is closely related to the requirements of the final examination.

The medium of instruction at secondary level is English. The present schools are not co-educational.

Vocational Education

This is provided on a limited scale by manual and craft courses in primary and secondary schools. The practical bias of the central schools represents the beginning of secondary modern and technical schooling. One government institution in the Protectorate, at Njala, has parallel branches in agriculture and teacher training; the three-year agricultural course is designed to produce instructors and personnel for the Department of Agriculture. Training centres and courses are organized by several government departments for a similar purpose.

Higher Education

Fourah Bay College, founded in 1827, has developed since the war into a regional university college. An ordinance of 1950 set up a widely representative body to govern the institution. Courses are offered in arts, commerce, divinity and education, leading to the bachelor's degree and to a teachers' certificate. A considerable number of scholarships are also available to enable students to pursue higher and professional studies abroad.

Teacher Education

Teachers for primary schools are trained in government and mission training colleges. There are certain variations in practice between the Colony and Protectorate, depending on the amount of previous education students have had. In general, a two- or three-year course after Standard VI or completion of the central school leads to an elementary teacher's certificate; two-year courses after four and five years of secondary schooling lead to the teacher's certificate and the advanced certificate respectively.

In all these courses general education is combined with professional training, and the concluding examination is taken in two corresponding parts.

ADULT EDUCATION

A wide range of adult and fundamental education activities is carried out by the Education and Social Welfare Departments and by private agencies. In Freetown evening classes are offered at secondary school level and Fourah Bay College has recently begun university extension work. A Protectorate literacy bureau, aided by the government, produces primers and reading material in the principal vernaculars of the Protectorate. Field supervisors are engaged in organizing literacy campaigns; and it is hoped to broaden the scope of this work into a programme of general community development.

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1. DISTRIBUTION OF PUPILS BY YEARS COMPLETED AT SCHOOL, 1951 (MAINTAINED AND AIDED PRIMARY AND SECONDARY SCHOOLS)

Years completed at school	Students		
	Total	M.	F.
Total	31 140	21 755	9 385
1	6 815	4 340	2 475
2	4 772	3 119	1 653
3	4 137	2 884	1 253
4	3 550	2 590	960
5	3 386	2 453	933
6	2 885	2 216	669
7	2 016	1 607	409
8	1 447	1 159	288
9	839	540	299
10	451	296	155
11	359	214	145
12	252	150	102
13	144	103	41
14	42	39	3

Source. Sierra Leone. Education Department. *Annual Report for the Year 1951.* Freetown, 1952.

2. HIGHER EDUCATION AS AT OCTOBER 1951

Courses	Total	Origin of students			
		Sierra Leone	Nigeria	Gold Coast	Gambia
Total	242	167	68	1	6
Diploma courses	4	4	—	—	—
Arts	77	21	55	1	—
Commerce	15	7	7	—	1
Divinity	9	9	—	—	—
Preliminary and general certificate education	27	21	5	—	1
Teacher training	110	105	1	—	4

Source. Sierra Leone. Education Department. *Annual Report for the Year 1951.* Freetown, 1952.

3. SUMMARY OF SCHOOL STATISTICS AS AT 1 NOVEMBER 1951

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Government-maintained schools	5	58	28	1 044	210
Government-aided schools	183	864	286	27 597	8 340
Other schools	101	...	...	8 656	2 489
Secondary					
<i>General</i>					
Government-maintained schools	4	1 69	1 1	2 499	835
Government-aided schools	9	1 115	1 58		
Other schools	2	...	...
<i>Teacher training</i>					
Government-maintained school	1	...	...	231	13
Government-aided schools	2	...	...
Higher					
Government-maintained	.	.	.	1 42	3
Government-aided	1	32	12	246	89

Source. Sierra Leone. Education Department. *Annual Report for the Year 1951.* Freetown, 1952.

1. Includes teachers in teacher-training centres.

2. Boys taking the course for Higher School Certificate at the Prince of Wales secondary school.

4. EXPENDITURE ON EDUCATION, 1951 (in pounds)

Source of revenue	Total	Adminis- tration, inspec- tion, etc.	Primary education	Secondary education			Higher education	Mainte- nance	Scholar- ships	Board, lodging	Capital expen- diture	Other expen- diture
				General	Vocational	Teacher training						
Total	571 544	35 253	121 095	56 368	12 528	36 536	72 009	13 018	22 231	10 966	183 197	8 343
Expenditure from Colonial Revenue	222 252	28 379	108 425	38 036	—	21 914	—	5 988	9 416	8 247	—	1 847
Expenditure from local funds	20 481	211	—	—	—	—	7 892	2 569	1 339	480	6 900	1 090
Expenditure from Special Development Funds	248 220	2 352	—	13 383	—	12 325	60 592	—	—	—	156 804	2 764
Expenditure by government departments other than Education	13 609	270	—	—	11 082	—	—	10	2 247	—	—	—
Estimated expenditure by voluntary agencies excluding grants from government shown under expenditure from Colonial Revenue	*66 982	*4 041	*12 670	*4 949	*1 446	*2 297	*3 525	*4 451	*9 229	*2 239	*19 493	*2 642

Source. Sierra Leone. Education Department. *Annual Report for the Year 1951*. Freetown, 1952.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

GOLD COAST

Total population (1951 midyear estimate): 3,929,000.

Total area: 204,000 square kilometres; 78,800 square miles.

Population density: 19 per square kilometre; 50 per square mile.

Population within school age limits: 5-11 years, 405,000; 12-15 years, 270,000.

Total enrolment within school age limits: 5-11 years, approximately 40 per cent; 12-15 years, approximately 20 per cent.

Total enrolment in primary schools (1950): 245,000.

Enrolment of girls as percentage of total: 25 per cent.

Illiteracy rate (1948 estimate): 80 per cent.

Total revenue (1949/50): 18,106,495 pounds.

Expenditure on education (1950/51): 2,509,093 pounds.

Official rate of exchange (1950/51): 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in July 1952.

The Gold Coast acquired a new constitution in 1951 which vested authority in the Governor, the Executive Council and an elected Legislative Assembly. Administratively the country is divided into the Colony, Ashanti and the Northern Territories, each of which has provincial status.

LEGAL BASIS

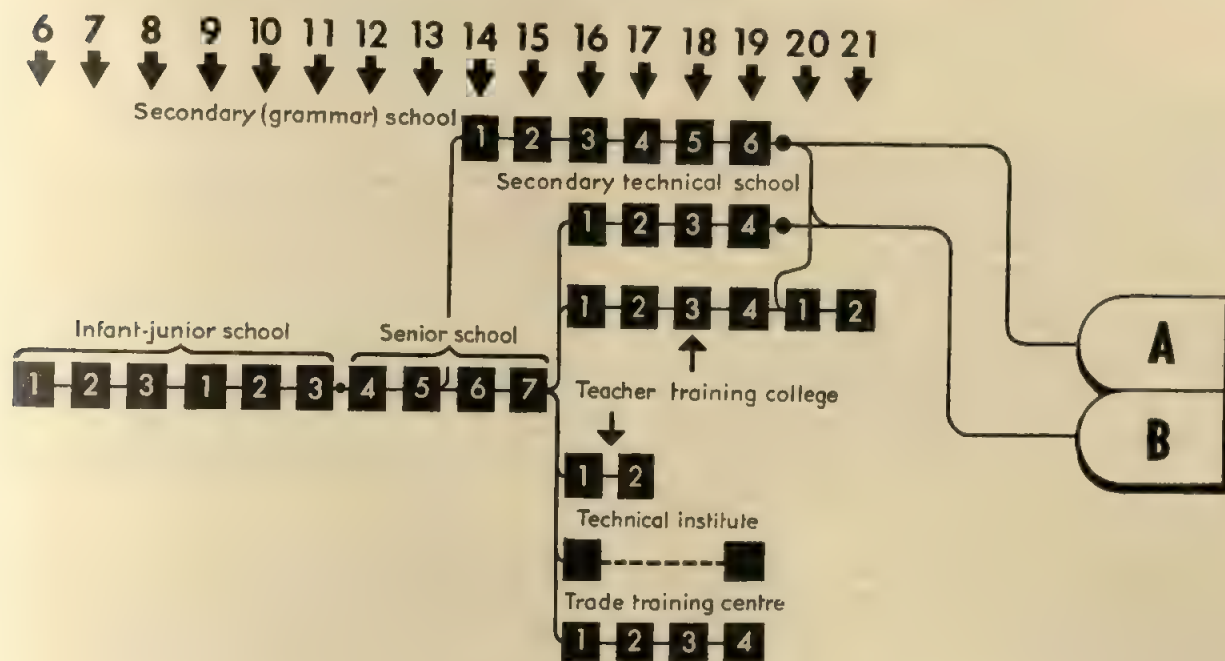
The government exercises general control over the educational system by ordinances passed by the legislature. Two principal ordinances provide the main framework for the administration of education in the Colony and Ashanti and in the Northern Territories. Regulations are issued by the Governor-in-Council within the terms of the ordinances.

ADMINISTRATION

A decentralized system obtains. In the Colony and Ashanti the majority of schools are owned and managed by missions and churches; in the Northern Territories, all but a few are native authority schools. Organizations, religious and secular alike, which conduct grant-aided schools are officially termed 'educational units'.

The central authority is represented by a Minister of Education and Social Welfare who is a member of the Legislative Assembly and of the Executive Council. A Department of Education ensures the control and development of education; the headquarters staff comprises a director and a number of senior officials and education officers who are responsible for administration and inspection. Two regional assistant directors, one for the Colony with Southern Togoland and the other for Ashanti,

DIAGRAM



GLOSSARY

infant-junior school: lower primary school.

secondary (grammar) school: general secondary school.

secondary technical school: vocational secondary school.

senior (primary) school: upper primary school.

teacher-training college: teacher-training

school with courses at both secondary and post-secondary level.

technical institute: vocational training school offering full-time and part-time courses, the latter for apprentices and other young people employed in industry, commerce and Government departments.

trade training centre: full-time occupational secondary school.

HIGHER EDUCATION

A. University college: university.

B. College of technology: college for advanced technical training.

exercise supervision and control over the work of the education officers in their areas.

The government is assisted by the statutory Central Advisory Committee on Education for the Colony and Ashanti, a body founded in 1942 and containing representatives of the native authorities, the main educational units, the Education Department, the Gold Coast Teachers' Union and outstanding private members of the community. Similar committees exist at district level; they are at present advisory, but take a progressively larger share in formulating policy.

FINANCE

A considerable part of the country's expenditure on education comes from central government sources; some schools, termed government schools, are entirely financed and managed by the Education Department; others, termed assisted schools and conducted by missions, churches and

native authorities, receive a grant-in-aid to cover approximately 80 per cent of salary costs; and further funds from the central government are paid to native authorities in the form of grants. The native authorities also have the right of local taxation, and from their total revenue make grants to designated schools run by educational units and selected specially for development. There are, finally, non-assisted schools, many of which receive small grants from public funds.

Fees are charged in all schools. At present there are not sufficient facilities for universal compulsory education, and the principle is adopted that parents shall make a small contribution to the cost of educating their children. Full and part scholarships are awarded by native authorities and the central government.

Responsibility for financing and maintaining school premises rests with the educational units. Voluntary contributions have been of considerable use in expanding the number of primary schools. The central government has started or improved schools by using funds available

under the Colonial Development and Welfare Scheme and it also devotes considerable sums to the construction of secondary school buildings.

ORGANIZATION

The primary school curriculum is designed to give a good general education. In the junior primary stage the medium of instruction is the vernacular, and syllabus content is related as far as possible to environment—to hygiene, village sanitation and, increasingly, agriculture. In the senior primary school and higher, English is the medium, with the vernacular remaining as a subject.

Because of the heavy demand for places, entrance to secondary schools is usually determined by an entrance examination which is now uniform throughout the country. The secondary school curriculum is determined to some extent by the University of Cambridge Local Examinations Syndicate, since this body's school certificate examination is taken in Gold Coast schools. Every effort is made to relate syllabuses to West African circumstances and needs.

Technical education is provided at trade training centres, which recruit from senior primary schools and produce well-qualified artisans. Further development along similar lines is planned with the founding of technical institutes. One secondary technical school exists for the training of foremen and middle-rank industrial or government workers, and other schools are planned. A number of other government departments—Agriculture, Health, Posts and Telegraphs, Railways, and Survey—also engage in vocational education by maintaining training institutions and organizing courses designed to provide them with personnel. Most of this work is at secondary or post-secondary level.

The teacher-training colleges are maintained by educational units, in close relation to the schools under their control, and also by the government. Colleges are divided into two broad categories, according to whether they train teachers for Certificate A or Certificate B. The latter type is intended to produce teachers for infant-junior schools, and the curriculum has a rural bias. The Certificate A colleges conduct two main courses: a four-year post-primary and a two-year post-secondary course. Students are carefully selected; the courses comprise both general education and professional training, including practice teaching.

Higher education is available in the University College of the Gold Coast, with departments of arts and sciences and an institute of education. The Kumasi College of Technology, a newer institution, also has a department for teacher training, and its technical and engineering departments are taking shape. A considerable number of Gold Coast students also go abroad for higher and vocational education.

ADULT EDUCATION

A great deal of work in literacy campaigns and community development schemes is undertaken by private agencies, educational units and different government departments.

The University College maintains an extra-mural department which offers classes and courses and prepares publications and circulating libraries. A People's Educational Association has been formed to develop facilities of this kind at the extension level.

STATUS OF TEACHERS

Government teachers are subject to the normal rules applying to the civil service, and their salary scales and terms of pensions are fixed in common with other branches of government service.

A uniform code of discipline was agreed between the major educational units and the Education Department, and regular instructions are issued by the Education Department governing the conditions of service of non-government teachers. Certification is uniform throughout the country and certificated non-government teachers are covered by a scheme for retiring allowances which is non-contributory and financed entirely by the government.

WELFARE SERVICES

Medical inspection of pupils is not possible in all schools, but is carried out in the larger centres of population. Physical education and the teaching of hygiene are compulsory parts of the curriculum and efforts are being made to organize school meals; in the Northern Territories, where the population is scattered, the school meal system is now the rule rather than the exception.

There is a widespread series of youth activities including the boy scout, girl guide and Red Cross movements, which receive government support, as well as various guilds and societies conducted by the different religious denominations.

TRENDS AND PROBLEMS

Education in the Gold Coast has grown rapidly since the war. An original 10-year development plan was revised in 1950 in order to take account of the popular demand for more schooling, and the aim of the government now is to provide universal primary education with the least possible delay. This rapid expansion has brought with it serious problems: the conflicting demands of quality and quantity at the primary level; the need for more trained teachers, and the need for making the teaching profession attractive enough to compete with other forms of employment. Language policy in schools is also difficult to settle: in the Colony and Ashanti such well-established languages as Twi have an adequate literature for school purposes, but this is not yet the case with the vernaculars of the Northern Territories.

Secondary and higher education are expanding, thus raising problems of school buildings and equipment and of trained staff.

Finally, the differing rate of educational development, as between the Northern Territories and the Colony and Ashanti, is a general question affecting all levels of educational administration.

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1. SUMMARY OF SCHOOL STATISTICS IN DECEMBER 1950

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Government schools	41			7 733	2 287
Grant-aided by central government	514	1 9 013	1 1 098	81 186	25 017
Grant-aided by native authorities	857			94 182	19 161
Non-grant-aided schools	1 174			62 263	14 926
Secondary					
Secondary general schools	95	1 665	1 109	5 962	701
Technical and vocational schools				881	49
Teacher-training centres				1 591	495
Higher					
University College of the Gold Coast	1	68	8	2 213	15
Teacher-training courses	.	.	.	157	47
Other professional courses	.	.	.	65	23

Source. Gold Coast, Education Department. *Report for the Year 1950-51*. Accra, 1952.

Note. The group of schools classified as Non-grant-aided do, in many cases, receive some financial assistance from native authorities. A proportion of such schools do not provide information regarding themselves and the statistics relating to this group are therefore incomplete.

1. Including teachers in Trust Territory of Togoland.

2. Of whom 28 students enrolled in the attached Institute of Education.

2. EXPENDITURE ON EDUCATION, 1950/51 (in pounds)

Source of revenue	Total	Adminis- tration, inspec- tion, etc.	Primary education	Secondary education			Higher education	Scholar- ships	Board and lodging	Maintenance of school buildings, etc.	Capital expen- diture	Other expen- diture
				General	Vocational	Teacher- training						
Total	2 509 093	...	...	...	...	...	...	...	...	...	...	...
Government revenue	1 609 203	168 596	549 826	109 689	47 565	192 680	358 810	97 842	977	2 764	67 455	4 205
Funds of native authorities ¹	411 967	...	...	...	...	...	...	...	...	...	...	...
Special Development Funds	427 023	...	...	...	...	...	...	...	...	...	...	...
Voluntary agencies funds, exclud- ing grants from government or native authorities	60 900	...	...	...	...	...	...	...	...	...	...	...

Source. Gold Coast. Education Department. *Report for the Year 1950-51*. Accra, 1952.

Note. Official rate of exchange (1950/51): 1 pound = 2.80 U.S. dollars.

1. Voted expenditure, since final figures of expenditure were not available. Excludes expenditure from education grants paid to Northern

Territories native authorities from government revenue and Special Development Funds.

3. HIGHER EDUCATION.
NUMBER OF STUDENTS AT THE UNIVERSITY COLLEGE
OF THE GOLD COAST, 1951/52

Branch of study	Students
Total	1 300
Arts	132
Arts (honours degree)	8
Divinity	—
Economics	30
Science	128
Science (special degree)	2

Source. Gold Coast. Select Committee on the Ladbury Report. *Report*. Accra, 1952.

1. Of whom 298 scholarship students.

4. STUDY ABROAD.
NUMBER OF GOLD COAST STUDENTS STUDYING IN THE
UNITED KINGDOM AND IRELAND,
BY BRANCH OF STUDY, 1950/51

Branch of study	Total	Scholar- ship students	Private students
Total	512	275	237
Accountancy	17	12	5
Agriculture	5	5	—
Architecture	2	1	1
Arts and crafts	8	7	1
Arts degree courses	49	44	5
Court duties	2	2	—
Dentistry	10	5	5
Domestic subjects (men)	4	1	3
Domestic subjects (women)	13	5	8
Economics degree courses	16	11	5
Education, courses for teachers	44	44	—
Engineering	26	21	5
Forestry	2	2	—
Law	53	6	47
Matriculation and general certificate of education	18	1	17
Medicine	55	28	27
Music	2	2	—
Nursing	65	—	65
Optics (ophthalmic and dispensing)	4	—	4
Pharmacy	5	4	1
Physical education	5	5	—
Post office duties	6	6	—
Printing	7	5	2
Public administration and local government	10	10	—
Radiography	2	1	1
Science	29	15	14
Secretarial work	5	3	2
Surveying	6	6	—
Technological courses	27	10	17
Miscellaneous	15	13	2

Source. Gold Coast. Select Committee on the Ladbury Report. *Report*. Accra, 1952.

Note. It is estimated that there are over 50 more students about whom there is no information.

**5. DISTRIBUTION BY CLASS AND SEX OF PUPILS ENROLLED IN INFANT-JUNIOR
AND SENIOR PRIMARY SCHOOLS AS AT 31 DECEMBER 1950**

Type of school	Total	Infant-junior						Senior			
		Class 1	Class 2	Class 3	Stan- dard 1	Stan- dard 2	Stan- dard 3	Stan- dard 4	Stan- dard 5	Stan- dard 6	Stan- dard 7
Total all types	271 954	50 566	34 553	32 348	33 768	31 298	29 461	20 839	16 062	12 462	10 597
Government	7 742	712	698	655	789	789	796	893	868	795	747
Grant-aided by central government	94 405	11 727	10 491	10 155	11 551	11 342	11 202	8 093	7 426	6 572	5 846
Grant-aided by native authorities	102 115	16 009	11 375	10 731	12 074	11 651	11 555	11 853	7 768	5 095	4 004
Non-grant-aided	67 692	22 118	11 989	10 807	9 354	7 516	5 908	—	—	—	—
Total female	68 973	16 165	10 573	9 282	9 180	7 523	5 936	3 785	2 792	2 125	1 612
Government	2 296	265	242	218	283	253	254	254	208	167	152
Grant-aided by central government	29 321	4 503	3 850	3 534	3 792	3 466	3 007	2 380	1 958	1 599	1 232
Grant-aided by native authorities	20 748	4 964	3 246	2 849	3 026	2 425	1 874	1 151	626	359	228
Non-grant-aided	16 608	6 433	3 235	2 681	2 079	1 379	801	—	—	—	—

Source. Gold Coast, Education Department. *Report for the Year 1950-51*. Accra, 1952.

Note. Data cover both Gold Coast and Togoland.

BRITISH TOGOLAND

Trust Territory

Total population (1951 midyear estimate): African, 404,000; northern section, 185,000; southern section, 219,000.

Total area: 33,775 square kilometres; 13,041 square miles.

Population density: 12 per square kilometre; 31 per square mile.

Population within school age limits, ages 5 to 14, 1951 estimate: 85,000.

Total enrolment in primary schools (1951): southern section, 28,298; northern section, 577.

Enrolment of girls as percentage of total: southern section, 29 per cent; northern section, 12 per cent.

Pupil-teacher ratio: southern section, 28; northern section, 24

Total revenue (1950/51): 1,039,886 pounds.

Public expenditure on education (1950/51): 201,846 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in July 1952.

The Trust Territory of Togoland, under British administration, is administered as an integral part of the Gold Coast, sharing with the adjoining Colony and Protectorate a common constitution, a common budget and administrative and technical services; in the case of education this means that policies and programmes evolved for the Gold

Coast are applied also with a measure of decentralization to Togoland. The same historical and cultural variations that occur between the southern part and the Northern Territories of the Gold Coast are found also in Togoland. For details on administration and organization the reader is referred to the Gold Coast entry.

1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.
SOUTHERN SECTION					
Primary					
Grant-aided schools	95	{	1 001 59	13 581	4 750
Designated schools ¹	79			8 679	1 738
Non-designated schools	153			6 038	1 893
Secondary					
Presbyterian secondary school at Ho	1		5 —	4 89	—
Teacher-training colleges	2		18 1	4 102	23
NORTHERN SECTION					
Primary					
Native authority schools	11		24 —	577	82

Source. Great Britain. Colonial Office. *Report . . . on the Administration of Togoland under United Kingdom Trusteeship for the year 1951.* London, H.M.S.O., 1952.

1. Designated schools are schools selected for improvement by the replacement of untrained teachers by trained, as they become available. They are grant-aided by native authority.
2. Of whom 891 (48 female) indigenous teachers.
3. Of whom 3 indigenous teachers.
4. Of whom 72 are of Togoland origin: children of Togoland origin enrolled in other secondary schools in receipt of grants-in-aid from the Administration numbered 148 boys and 18 girls in 1951.
5. Of whom 7 indigenous teachers.
6. A further 104 students native of the Territory (77 men and 27 women) were enrolled at teacher-training colleges in the Gold Coast.
7. Of whom 9 indigenous teachers.

2. AGE-SEX DISTRIBUTION OF PUPILS IN
INFANT-JUNIOR (BASIC COURSE)
AND SENIOR PRIMARY SCHOOLS,
1951

Age	Total	M.	F.
SOUTHERN SECTION			
Total	28 298	19 917	8 381
5-8	12 833	8 037	4 796
9-11	9 547	6 791	2 756
12-15	5 918	5 089	829
NORTHERN SECTION			
Total	577	495	82
5-8	345	299	46
9-11	164	128	36
12-15	68	68	—

Source. Great Britain. Colonial Office. *Report . . . on the Administration of Togoland under United Kingdom Trusteeship for the year 1951.* London, H.M.S.O., 1952.

3. PUBLIC EXPENDITURE ON EDUCATION, 1950/51
(in pounds)

Item	Amount
Total	201 846
Share of administrative expenses	8 099
Share of inspection expenses	1 300
Grants to schools (Southern Section)	61 354
Grants to schools (Northern Section)	2 444
Grants to schools (Krachi District)	2 207
Building grants	46 937
Share of recurrent expenditure at Tamale	7 084
Share of development expenditure at Tamale	6 400
Share of cost of Achimota School and College	5 000
Share of grants in respect of Certificate A training colleges and secondary schools	12 500
Share of the cost of government trade and technical establishments	2 378
District Education Committee expenses	361
Scholarships	9 492
Share of grants to Achimota School, Teacher Training College and University College, and Regional College	32 270
Miscellaneous	4 020

Source. Great Britain. Colonial Office. *Report . . . on the Administration of Togoland under United Kingdom Trusteeship for the year 1951.* London, H.M.S.O., 1952.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

Total population (1951 midyear estimate): 25 million.
 Total area: 877,000 square kilometres; 339,000 square miles.
 Population density: 28 per square kilometre; 74 per square mile.
 Total enrolment in primary schools (31 December 1950): 970,768.
 Enrolment of girls as percentage of total: 22 per cent.
 Pupil-teacher ratio: 25.

Public expenditure on education (1949/50): 3,210,486 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in July 1952.

The Colony and Protectorate of Nigeria is divided into three regions, the northern, eastern and western regions, with Lagos and the Colony included in the western region. The new constitution, introduced in 1951, provides for a legislature in each region and for a central legislature for the whole territory, each possessing a majority of elected African members.

LEGAL BASIS

The constitution is framed by the Nigeria (Constitution) Order in Council, 1951, and the Nigeria (Supplementary Provision) Order in Council, 1951. The government exercises supervision over education by means of ordinances, the principal ones now in force being No. 39 of 1948, No. 27 of 1950 and No. 19 of 1951; regulations may be issued under the ordinances.

ADMINISTRATION

The central authority is vested in the Central Legislature. A Department of Education is responsible for framing administrative and financial policy, for carrying out regulations approved by the legislature and for supervising the school system. The Inspector-General of Education, in Lagos, is assisted by administrative staff and by specialized staff for women's education, technical, rural and adult education. The department is decentralized, and in each of the three regions of the country there is a regional director of education, assisted by an inspectorate and directly responsible for the primary, secondary and teacher-training institutions of the region.

Nigerian education is based on the work of voluntary agencies—chiefly missions and churches—and local native authorities, which set up and conduct schools. The government exercises general supervision through the inspectorate and by administering the grant-in-aid system; it also maintains a number of schools which serve as model establishments.

Under a recent reform (Ordinance No. 39 of 1948) a series of boards of education have been set up with advisory functions and certain executive powers: a central board and three regional boards. At the district level, local education authorities and committees may be established, to represent public authorities, voluntary bodies and leading members of the community.

Finance

Revenue for education is derived from three sources: the education vote of the Nigerian Government, funds available under the Colonial Development and Welfare Scheme, and local contributions. The larger part of the central government vote is devoted to the regional Departments of Education, and grants-in-aid to voluntary agencies and native authorities make up the bulk of public expenditure.

Funds under Colonial Development and Welfare are derived from the United Kingdom in terms of approved plans for long-term development: part are spent on recurrent items and part used for loan expenditure on building programmes.

The extent to which local contributions are made to education is not known, but the total amount is considerable. All schools charge fees, varying with class level. In many areas the community expresses its interest in the school by giving services and labour, e.g. for building purposes.

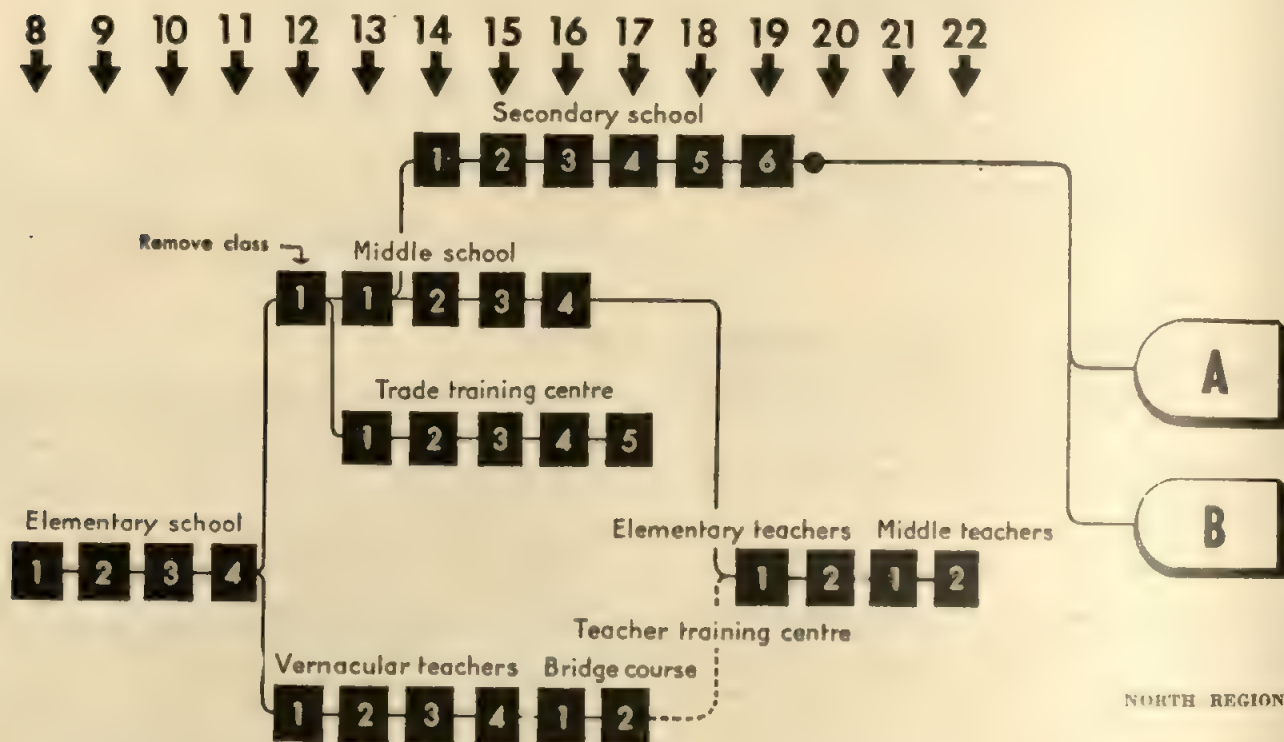
ORGANIZATION

Because of historical and cultural differences the southern part of Nigeria (eastern and western regions) has a somewhat more developed school system than the northern region. The variation in school types is shown in the two organization diagrams that follow.

Primary school curricula are outlined for each region as a whole, by consultation between the Education Department and the schools, but considerable freedom is left for adapting syllabuses to local conditions. Rural science is given a prominent place in the timetables and an effort is made to ensure that primary teachers are suitably qualified to teach this subject. The territory contains a large number of vernaculars, many of which have not been reduced to writing, but some have a considerable number of speakers. Whenever possible, the medium of instruction for the first six years of the primary school is the vernacular or a lingua franca such as Hausa, with English progressively introduced as a subject. In all upper primary and secondary instruction the medium is English.

Secondary education is still predominantly academic in content. The syllabus laid down for secondary schools follows that presented for the Cambridge School Certificate, with modifications for West African conditions. While it is

DIAGRAM



GLOSSARY

elementary school: primary school providing the basic course of education.

middle school: lower secondary school with curriculum emphasizing practical subjects.

remove class: preparatory class attached to middle school providing for transition from primary to secondary studies.

secondary school: general secondary school.

teacher-training centre: teacher-training school with four types of course: I, for vernacular teachers; II, bridge course for selected teachers; III, elementary teachers' course; and IV, middle teachers' course.

trade training centre: vocational training school for apprentices.

HIGHER EDUCATION

- A. University College, Ibadan.
B. Technical institutes.

accepted policy in Nigeria to develop secondary technical schools of a non-vocational type, little has so far been achieved. However, a number of the present schools provide courses of a practical nature—home economics for girls, agriculture for boys.

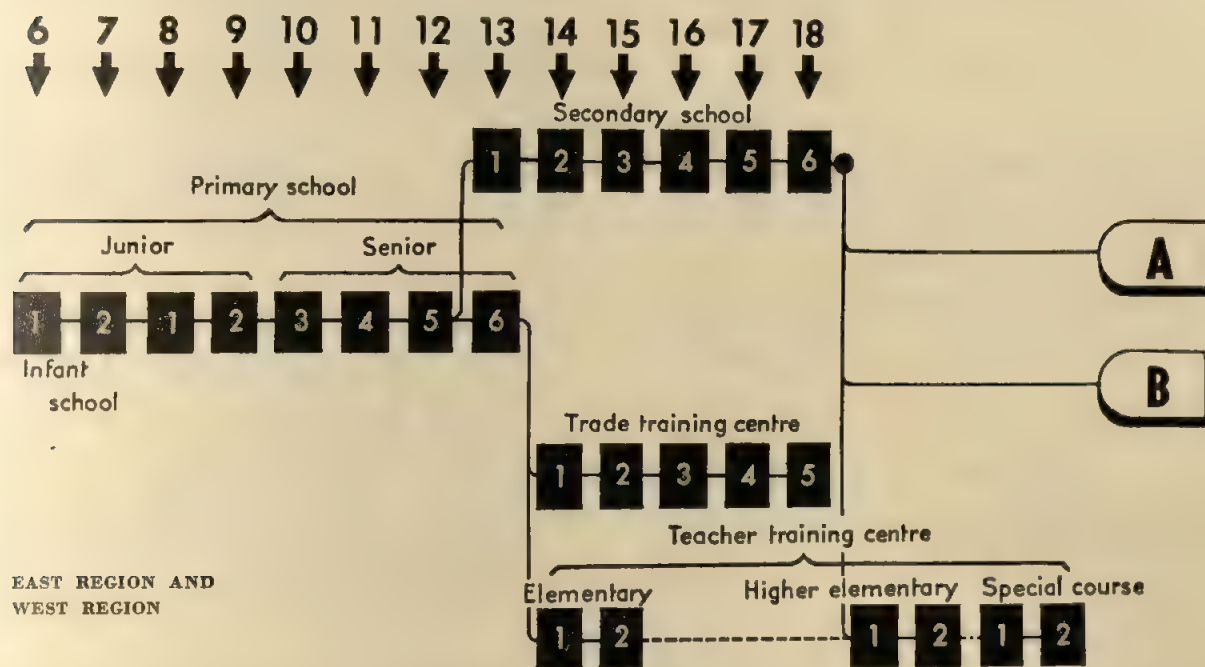
Technical training institutions are of two kinds. Trade centres are designed for training apprentices who have passed through the primary schools; and technical institutes enrol students with a higher general education and give courses for instructors as well as engineering assistants. Departments other than Education also organize courses of a vocational nature for training specialized staff.

Teacher training takes place at three levels: elementary training centres, for teachers of the lower primary classes; primary centres for teachers of upper primary classes; and courses at a post-secondary level. While these courses are

usually given in separate institutions, they may be combined in single training colleges. As a rule, the curriculum brings together the elements of general education, theory of teaching and practical classroom work. Probationary teachers are recruited from those who have completed a full primary school course. Of these, the more promising are selected for training, and take a two years' course at an elementary training centre. They then go to teach for some years and upon proving their worth become eligible for the higher elementary course.

The University College, Ibadan, was founded in 1948. It provides higher education through its departments of arts, science, medicine, agriculture, religious studies and teacher training. In addition, a large number of Nigerian students go abroad for further education.

DIAGRAM



GLOSSARY

infant school: lowest section of primary school, sometimes organized as a separate institution.

junior primary school: lower primary school providing the basic course of education.

secondary school: general secondary school.

senior primary school: upper primary school.

teacher-training centre: teacher-training school and college offering three types of course: I, elementary; II, higher elementary; and III, special.

trade training centre: vocational training school for apprentices.

HIGHER EDUCATION

- A. University College, Ibadan.
- B. Technical institutes.

ADULT EDUCATION

The central Department of Education and the regional departments have special officers for adult education. Their role is to stimulate and co-ordinate local efforts for literacy campaigns, to give technical guidance and ensure a provision of reading material. The data for such formal activities in 1950-51 show that there were 2,670 classes with an adult enrolment of 66,000; about a quarter of a million copies of vernacular primers and readers prepared for these classes were sold in the same period, and special news-sheets were issued in seven vernacular languages. Government funds devoted to adult education are limited in amount, but native authorities are progressively providing more money for this purpose.

Special attention is given to the needs of women. In conjunction with the home science sections of schools, classes are organized for the adult women of the community.

Institutions known as 'marriage training homes' have also been set up to provide more comprehensive courses for young women.

At the higher level of tutorial and other classes organized for adults, the University College, Ibadan, has set up an extra-mural department for extension work.

STATUS OF TEACHERS

Following the administrative pattern of the territory, teachers may be employed by the government, by voluntary agencies or by native authorities. The Department of Education has striven to ensure equal standards for certification and similar conditions of service. The Education Ordinance of 1948 laid the foundation for this standardization throughout the territory by making use of the grant-in-aid principle.

The teachers are organized in the Nigerian Union of Teachers, a responsible body which has secured representation in the various advisory bodies on education.

SCHOOL WELFARE SERVICES

School meals are provided in an increasing number of schools. Practical instruction in hygiene is an integral part of all curricula, and a first-aid course is compulsory in teacher-training establishments, so that teachers may run their own dispensaries in the absence of public health facilities. There is close co-operation between the schools and the medical authorities.

Youth movements are growing. In addition to scouts, guides and denominational and cultural groups, there is considerable interest in boys' clubs and village institutes.

TRENDS AND PROBLEMS

These may be summarized as follows:

1. The need for establishing equal standards throughout a vast territory with a school system that is essentially decentralized. The 1948 reform was designed to regu-

late the relations between the central department and the regions, to foster local, regional and national advisory bodies on education and to prescribe minimum standards of school efficiency.

2. The phenomenal growth of primary education. Under public demand, the number of primary schools and the enrolment of pupils have risen steeply. This has revealed a shortage of teachers and buildings and has been accompanied by the problems of retardation and wastage in the school population. Educational policy at the primary level is aimed at meeting the demand while trying to maintain minimum standards—no easy task.
3. The content of education. While a practical bias in rural schools and a technical bias in secondary schools are admitted as desirable, the prevailing demand is for an academic content directed to clerical or professional occupation. The problem arises of relating the educational system to the economic needs of the country as a whole.
4. The quality of teaching. Too few of the teachers (about one-quarter in 1950/51) are qualified or certificated. The competing pull of other and more lucrative employment tends to reduce the efforts of the training colleges to make good the gap.

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1. SUMMARY OF SCHOOL STATISTICS AS AT 31 DECEMBER 1950

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Government schools ^{1 2}	53			8 303	2 152
Native administration schools ²	800	2 760	222	60 095	12 723
Aided schools ¹	4 927	27 667	2 802	722 868	161 922
Other schools	3 230	7 980	2 881	179 502	37 040
Secondary					
Secondary general				21 437	1 827
Vocational	239	1 871	273	1 207	24
Teacher training				5 786	1 123
Higher					
University College	1	...	...	3 327	14

Source. Nigeria. Department of Education. *Annual Report for the Period 1st January, 1950 to 31st March, 1951*. Lagos, 1952.

Note. There was, in addition, an enrolment of 65,990 adults in 1950/51 in adult literacy classes.

1. Includes teacher-training courses.

2. Includes vocational courses.

3. Undergraduates enrolled for the academic year 1950/51.

2. PUBLIC EXPENDITURE ON EDUCATION IN 1949/50 (in pounds)

Source	Expenditure				Grant-in-aid expenditure estimated	
	Total	Personal emoluments	Other charges	Special expenditure	Item	Amount
Total	3 210 486	...	...	...	Total	1 718 560
Nigerian expenditure	2 301 856	365 965	1 724 361	211 530	Primary	1 118 750
Colonial Development and Welfare Funds	112 310	...	...	...	Secondary	128 500
Mission advisers on education	(1 290)	...	...	...	Teacher training	144 300
Government institutions	(111 020)	56 710	48 960	5 350	Special purposes	301 200
Development and Welfare Funds ¹	57 970	...	...	...	Mission advisers	1 710
Development Loan Funds	738 350	...	...	3 738 350	Teachers' superannuation	4 100
					Refund of income tax to bookshops	20 000

Source. Nigeria. Department of Education. *Annual Report for the Year 1949*. Lagos, 1951.

Note. Figures represent estimated total expenditure on education excluding technical education, from all sources.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

1. Grants-in-aid to voluntary agencies for expansion of secondary schools (27,250 pounds) and teacher-training centres (30,720 pounds)

2. Building programme and grants to voluntary agencies.

3. DISTRIBUTION, BY YEARS COMPLETED AT SCHOOL, OF PUPILS IN PRIMARY AND SECONDARY SCHOOLS, DECEMBER 1950

Years completed at school	Number of pupils		Years completed at school	Number of pupils	
	Total	F.		Total	F.
Total	999 198	216 811			
1	284 543	75 280	8	37 039	5 936
2	184 839	43 712	9	6 529	1 140
3	148 299	30 144	10	6 710	913
4	120 648	23 387	11	5 265	579
5	79 691	15 075	12	4 173	360
6	68 076	11 853	13	2 565	172
7	50 058	8 196	14	763	64

Source. Nigeria. Department of Education. *Annual Report for the Period 1st January, 1950 to 31st March, 1951*. Lagos, 1952.

BRITISH CAMEROONS

Trust Territory

Total population (1951 midyear estimate): 1,083,000.
 Total area: 88,266 square kilometres; 34,081 square miles.
 Population density: 12 per square kilometre; 32 per square mile.
 Population within school age limits (1951 estimate): 261,000.
 Total enrolment: 31,690.
 Pupil-teacher ratio: 26 in primary schools.

Total revenue, including Colonial Development and Welfare grants (1950/51): 1,202,600 pounds.

The Trust Territory of the Cameroons, under British administration, is administered as an integral part of Nigeria, sharing with the adjoining British Colony and Protectorate a common constitution, budget and administrative and technical service; in the case of education this means that policies and programmes evolved for the regions of Nigeria are applied, with a measure of decentralization, to the British Cameroons. Just as two school systems in Nigeria correspond to the northern and southern sections of the country, so there are variations within the Cameroons. For details on administration and organization the reader is referred to the Nigerian entry.

Public expenditure on education (1950/51): 150,200 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, July 1952.

1. PUBLIC EXPENDITURE ON EDUCATION, 1950/51 (in pounds)

Item	Amount
Total	150 200
Teachers' and staff salaries	33 800
Maintenance of schools	11 100
Grants-in-aid, including Development and Welfare Grants	94 200
Administration	11 100

Source. Great Britain, Colonial Office. *Report . . . on the Administration of the Cameroons under United Kingdom Trusteeship for the Year 1951*. London, H.M.S.O., 1952.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions ¹	Teachers		Pupils	Level of education and type of school	Institutions ¹	Teachers		Pupils
		Total	F.				Total	F.	
Primary²					Secondary				
Government and native administration	53	292	39	6 470	General secondary schools	2	15	—	320
Aided schools	144	752	72	20 980	Teacher training	4	13	3	210
Unaided schools	90	144	2	3 570	Government vocational school	1	2	—	2

Source. Great Britain, Colonial Office. *Report . . . on the Administration of the Cameroons under United Kingdom Trusteeship for the Year 1951*. London, H.M.S.O., 1952.

Note. In addition there are 31 Cameroonians attending university courses in Nigeria or overseas.

1. Excluding infant vernacular schools in the southern provinces, numbering 49 in 1951. In addition there are 5 government domestic science centres attended by primary school girls and also by adult women.

2. Including vernacular.

BAHAMAS

Total population (1951): 78,275.

Total area: 11,404 square kilometres; 4,400 square miles.

Population density: 7 per square kilometre; 18 per square mile.

Total enrolment: 18,537.

Enrolment of girls as percentage of total: 52 per cent.

Pupil-teacher ratio: 28 in primary schools.

Illiteracy rate, population 5 years of age and over (1943 census): 24 per cent.

The Bahamas are a chain of islands stretching from Florida to the north of Haiti. The principal island, New Providence, contains the capital, Nassau, and some 40 per cent of the total population. The government is composed of a Governor, Executive and Legislative Councils appointed by the Crown, and a House of Assembly elected by the people.

LEGAL BASIS

Education is administered under four separate Acts and the respective amendments: the Primary Education Act of 1908; the Secondary Education Act, 1926; the Secondary School Act, 1927; and the Industrial Schools Act, 1928. Education is compulsory between the ages of 6 and 14, and two Truant Officers in Nassau are responsible for ensuring school attendance.

ADMINISTRATION

A Board of Education of five members, appointed by the Governor, is responsible for all public elementary education, teacher training, vocational, technical and adult continuation classes. The Director of Education is the chief administrative officer of the board. He is assisted by a chief inspector of schools and the usual departmental staff.

Two types of primary school fall under the board: the board schools and the grant-in-aid schools. The latter are generally situated in small settlements, where the community provides the building and teachers and the board pays a grant towards the teachers' salaries. These schools meet only four days a week. There are also denominational or private schools which receive no aid but have to be certified by the board. Owing to the dispersion of the schools, it is impossible for departmental inspectors to visit each school every year. A system of supervisory head teachers has recently been adopted to improve inspection in the outlying islands.

The Board of Education has no control over secondary education in the colony. The Acts of 1926 and 1927 place secondary schools directly under the Governor in Council. The Government High School is managed by a committee appointed by the Governor; the remaining secondary schools are denominational, some being grant-aided because they satisfy the conditions fixed by the 1926 Act.

Funds for education are derived largely from colonial

Total revenue (1951): 2,044,385 pounds.

Public expenditure on education (1951): 144,982 pounds.

Cost per pupil (1951 estimate): 8.392 pounds in government schools (not including capital expenditure).

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in May 1953.

revenue. Board schools are free, and the only government income from education is a small examination fee.

ORGANIZATION

The primary course covers nine years, divided into three stages of three years each—preparatory (Classes I to III), junior (Grades 1 to 3) and senior (Grades 4 to 6). On New Providence separate institutions exist for the several stages, but the smaller schools on outlying islands tend to provide for all ages in a single establishment. The curriculum is based on the three R's, geography and history. In the senior school practical subjects are introduced: needlework and domestic science for girls, technical subjects (science, drawing, woodwork) for boys. Elementary agriculture is taught in most schools. On completing the course pupils take a local school certificate examination set by the department.

The Government High School recruits pupils from the senior schools at the age of 11 plus by means of a competitive entrance examination. Most of the private and denominational secondary schools have primary departments corresponding to the full primary course. The secondary course lasts four years, leading to the Cambridge School Certificate examination, and curricula are largely determined by the requirements of this certificate.

Vocational training is provided during the senior school course. A technical school in Nassau has the necessary staff and equipment to serve boys enrolled in surrounding senior schools; and a start has recently been made with further education—part-time instruction in general and practical subjects for those already at work.

The system of student teachers has hitherto been the principal method of training teachers. Recently, however, a training college was established with a two-year course, part of which the students spend teaching in primary schools. The training college broadcasts daily lessons for schools and professional talks for teachers.

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1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN GOVERNMENT AND GOVERNMENT-AIDED PRIMARY SCHOOLS, 1951

Class		Age																Total by sex	Total by class	Median age	Per- centage by class
		5	5	6	7	8	9	10	11	12	13	14	15	16	17	18					
1	M.	35	301	427	253	98	72	28	6	—	—	—	—	—	—	—	1 220 1 159	2 379	6.6	17.9	
	F.	59	271	435	245	94	37	15	3	—	—	—	—	—	—	—					
2	M.	8	35	146	295	235	85	61	39	12	1	—	—	—	—	—	917 792	1 709	7.8	12.8	
	F.	4	12	199	238	173	89	41	23	12	1	—	—	—	—	—					
3	M.	2	10	35	131	260	206	59	56	4	9	—	—	—	—	—	772 840	1 612	8.7	12.1	
	F.	2	9	53	205	258	207	62	39	1	4	—	—	—	—	—					
4	M.	—	—	—	51	150	225	180	86	96	25	—	—	—	—	—	813 712	1 525	9.7	11.5	
	F.	—	—	—	80	159	212	137	88	23	13	—	—	—	—	—					
5	M.	—	—	—	18	59	133	192	141	109	29	—	—	—	—	—	681 711	1 392	10.5	10.5	
	F.	—	—	—	57	89	143	183	105	93	41	—	—	—	—	—					
6	M.	—	—	—	2	39	55	151	160	130	85	13	3	—	—	—	638 721	1 359	11.4	10.2	
	F.	—	—	—	8	37	86	166	177	145	91	10	1	—	—	—					
7	M.	—	—	—	—	—	—	61	159	168	157	58	4	2	2	—	611 569	1 180	12.4	8.9	
	F.	—	—	—	—	—	—	74	148	164	114	63	5	1	—	—					
8	M.	—	—	—	—	—	—	14	41	136	139	94	28	4	—	2	458 504	962	13.1	7.2	
	F.	—	—	—	—	—	—	13	61	190	159	57	18	2	1	3					
9	M.	—	—	—	—	—	—	6	13	112	87	101	77	21	9	6	432 535	967	13.9	7.3	
	F.	—	—	—	—	—	—	2	9	130	137	121	84	31	8	13					
10	M.	—	—	—	—	—	—	—	2	31	17	9	21	2	1	1	84 127	211	13.5	1.6	
	F.	—	—	—	—	—	—	—	—	52	24	11	22	8	2	8					
Total by age	M. F.	45 65	346 292	608 687	750 833	841 810	776 771	752 693	703 653	798 810	549 584	275 262	133 130	29 42	12 11	9 24	6 626 6 670	.	.	.	
	M. & F.	110	638	1 295	1 583	1 651	1 550	1 445	1 356	1 608	1 133	537	263	71	23	33					
Percentage by age		0.8	4.8	9.7	11.9	12.4	11.7	10.9	10.2	12.1	8.5	4.0	2.0	0.5	0.2	0.3	.	.	.	.

Source. Bahamas. Education Department. *Reports on Education, 1951*. Nassau, 1952.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in pounds)

Item	Amount
Expenditure on education from Colonial Revenue	144 982
Administration and inspection	7 576
Primary schools	93 494
Secondary schools	9 756
Teacher-training schools and courses	10 276
Vocational schools and courses	3 393
Scholarships, overseas and regional	2 016
Maintenance of school buildings, furniture and equipment	4 531
Capital or non-recurrent expenditure on all buildings, furniture and equipment	11 516
Other expenditure	2 424
Estimated expenditure by voluntary agencies	* 13 197

Source. Bahamas. Education Department. *Reports on Education, 1951*. Nassau, 1952.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

3. SUMMARY OF SCHOOL STATISTICS AS AT 31 DECEMBER 1951

Level of education and type of school	Insti- tutions	Teachers		Pupils		Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.			Total	F.	Total	F.
Primary						Secondary					
Government schools	94	216	106	^a 12 122	6 272	Government high school	1	7	4	124	57
Government-aided schools	33			^a 1 174	608	Denominational schools	5	45	25	^a 857	^a 424
Demonstration schools	42			3 880	2 135						
Private schools	6	64	62	350	170	Higher					
						Teacher-training college	1	2	1	30	20

Source. Bahamas. Education Department. *Reports on Education, 1951*. Nassau, 1952.

Note. In addition there were 22 students studying in universities or colleges in the United Kingdom, 17 in universities and colleges in Canada, 1 at the University College of the West Indies, Jamaica, and 34 in colleges in other countries.

1. Excluding 343 pupil-teachers and monitors.

2. Excluding 247 monitors in government and government-aided

schools who receive part-time education.

3. Including 383 pupils (180 girls) in primary departments.

BERMUDA

Total population (1951 midyear estimate): 38,000.

Total area: 54 square kilometres; 21 square miles.

Population density: 703 per square kilometre; 1,810 per square mile.

Population within compulsory school age limits (1951): 4,509 (2,248 girls).

Total enrolment within compulsory school age limits: all children within the compulsory age limits are enrolled in the schools. Enrolment of girls as percentage of total: 50 per cent in primary schools.

Pupil-teacher ratio: 28 in all primary schools.

Illiteracy rate, population 7 years of age and over (1950 census): 3 per cent.

Total revenue (1951): 2,368,262 pounds.

Public expenditure on education (1951): 309,332 pounds including capital expenditure.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in May 1953.

LEGAL BASIS

A number of Acts passed by the legislature regulate education in Bermuda. The Schools Act, 1922 outlines the administrative machinery; the Schools Act, 1949 provides for free primary education; and other laws relate to particular aspects of the school system. Education is compulsory for all children over 7 and under 13 years of age, and with few exceptions children within these limits are enrolled in school.

ADMINISTRATION

The general administration of education is vested in a Board of Education, whose duty it is to supervise the expenditure of funds placed at its disposal by the legislature. The board consists of a chairman and nine or ten

members appointed by the Governor. The Director of Education is official adviser to the board. He is the head of the Department of Education, which comprises an inspector, supervisors, attendance officers and clerical staff.

From the point of view of management, schools are described as vested and non-vested. The former type are controlled by local committees or governing bodies, to whom the Board of Education makes annual grants under certain conditions. Non-vested schools fall directly under the board. With the exception of two private schools which receive no government aid, there are no denominational schools in Bermuda.

The cost of education is largely met from colonial revenue. Fees are charged in secondary schools, which are all of the vested type, but a number of public and private scholarships are available to cover these costs.

ORGANIZATION

There is no general division between primary and secondary schools: most of the secondary schools have primary departments, and several primary schools have developed upper classes to suit the needs of their communities. The curriculum of the secondary schools is largely shaped by the requirements of the Cambridge Local Examinations, for which pupils are prepared. Commercial courses are provided in a number of cases. In the primary schools proper, head teachers are responsible for drawing up their own syllabuses and timetables, seeking the advice, if necessary, of the inspector and supervisors. While the basic course lasts six years, these schools are permitted to enrol children of all ages between 5 and 15. With a view to providing a more practical type of training, a number of home economics centres and handicraft centres (woodwork and metalwork) have been established in conjunction with the primary schools. Some centres afford vocational training for adults in the evening.

One vocational school for girls provides full-time instruction at the secondary level, and a technical school for boys is planned.

There are no facilities for higher education in Bermuda; a considerable number of scholarships, public and private, are available for study abroad. The same system obtains for the training of teachers. However, an in-service course for untrained teachers has recently been organized by the Department of Education, running for a period of two years. Short specialist courses are also run by the supervisors.

REFERENCES

BERMUDA. BOARD OF EDUCATION. *Report of the Director of Education for the year 1951*. Hamilton, Bermuda Press, 1952. 20 p.
GREAT BRITAIN. COLONIAL OFFICE. *Annual report on Bermuda*. (Colonial reports.) London, HMSO.

1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Government schools (non-vested)	20	224	189	4 999	2 504
Government-aided school (vested)	1	3	2	789	404
Independent schools	11	16	15	912	479
Secondary					
<i>General</i>					
Government-aided schools (vested)	6	76	50	460	230
Independent schools	4	25	23	256	171
<i>Vocational</i>					
Government-aided (vested)	1	8	8	216	200

Source. Bermuda. Board of Education. *Report of the Director of Education for the Year 1951*. Hamilton.

Note. Six of the secondary schools have primary departments. It is estimated that in addition to the above figures about 500 students are attending schools, colleges and universities in Canada and the United States and about 25 in the United Kingdom.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in pounds)

Item	Total	Central admini- stration	Primary schools	Secondary			Scholar- ships	Mainte- nance of schools	Capital expendi- ture	Other
				General	Vocational	Teacher training				
Total	310 852	10 347	138 458	60 226	5 424	7 830	7 232	9 397	65 602	6 336
Expenditure from Colonial Revenue	308 324	10 347	138 339	59 492	5 424	7 830	5 557	9 397	65 602	6 336
Expenditure by government departments other than Education	520	—	—	—	—	—	520	—	—	—
Estimated expenditure by voluntary agencies	* 2 008	—	* 119	* 734	—	—	* 1 155	—	—	—

Source. Bermuda. Board of Education. *Report of the Director of Education for the Year 1951*. Hamilton.

3. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN GOVERNMENT
AND GOVERNMENT-AIDED SCHOOLS AS AT 31 DECEMBER 1951

Class		Age																	Total by sex	Total by class	Median age	Per- centage by class
		6 —	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 +					
1	M. F.	199 186	280 259	182 134	77 42	28 16	20 5	9 2	11 4	— 1	— —	— —	— —	— —	— —	— —	— —	806/ 649	1 455	6.6	23.2	
2	M. F.	3 5	59 82	119 164	113 100	59 50	13 10	5 2	3 2	2 —	— —	— —	— —	— —	— —	— —	— —	376/ 415	791	7.9	12.6	
3	M. F.	— —	4 2	49 77	127 145	113 110	66 36	22 14	8 1	2 —	— —	— —	— —	— —	— —	— —	— —	391/ 385	776	8.9	12.4	
4	M. F.	— —	— —	7 17	59 61	96 102	111 103	74 56	26 24	14 7	3 5	1 1	— —	— —	— —	— —	— —	391/ 376	767	10.2	12.2	
5	M. F.	— —	— —	— —	— 6	40 53	79 94	98 100	79 76	63 38	17 9	4 2	— 1	— 1	— —	— —	— —	380/ 380	760	11.5	12.1	
6	M. F.	— —	— —	— —	— 1	3 10	36 32	69 85	70 99	65 51	27 20	5 5	1 1	— —	— —	— —	— —	276/ 304	580	12.3	9.2	
7	M. F.	— —	— —	— —	— 2	6 2	21 21	64 63	75 118	50 78	23 36	2 3	— —	— —	— —	— —	— —	241/ 323	564	13.5	9.0	
8	M. F.	— —	— —	— —	— —	— —	1 —	4 7	20 22	44 71	36 69	27 45	8 14	2 2	— —	— —	— —	142/ 230	372	15.2	5.9	
9	M. F.	— —	— —	— —	— —	— —	— —	— —	1 —	3 2	10 13	12 9	8 15	1 9	1 —	— —	— —	36/ 48	84	15.7	1.3	
10	M. F.	— —	— —	— —	— —	— —	— —	— —	— —	— —	5 —	13 —	9 9	11 17	3 6	3 2	— 1	44/ 35	79	17.1	1.3	
11	M. F.	— —	— —	— —	— —	— —	— —	— —	— —	— —	2 1	4 —	11 3	5 5	6 5	1 7	— 2	29/ 23	52	17.5	0.8	
12	M. F.	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	1 —	— —	— —	— —	— —	1/ —	1	.	0.0	
Total by age	M. F.	202 191	343 343	357 392	376 355	339 343	332 282	302 287	282 291	268 288	150 195	89 98	40 46	19 34	10 11	4 9	— 3	3 113 3 168	.	.	.	
	M. & F.	393	686	749	731	682	614	589	573	556	345	187	86	53	21	13	3	6 281	.	.	.	
Percentage by age		6.3	10.9	11.9	11.6	10.9	9.8	9.4	9.1	8.9	5.5	3.0	1.4	0.8	0.3	0.2	0.0	.	.	.	.

Source. Bermuda. Board of Education. *Report of the Director of Education for the Year 1951*. Hamilton.

Note. Some 179 backward children are taught in special classes, but have been included above in the year of the school course appropriate to their standard of attainment. Pupils taking vocational courses and those attending the school for the deaf are not included.

BRITISH CARIBBEAN REGION

Prepared by the Educational Adviser's Office of the BWI Development and Welfare Organization, Barbados, in November 1952. Detailed statistics for each territory follow this general descriptive survey.

The British Caribbean territories comprise the two continental colonies of British Guiana and British Honduras, the islands of Barbados, Jamaica and its dependencies (the Cayman and the Turks and Caicos Islands), Trinidad and Tobago, and the two groups known as the Leeward and Windward Islands. The territories are spread over a total of some 1,600 miles. Even with improved communications, and particularly the advent, within the last decade, of frequent air services to nearly all territories, it is only to be expected that such a wide deployment would result in considerable local variation in matters of population structure, topography and political, economic and social development.

There is no federal government and no federal authority in the field of education. Each territory, including the separate islands of the Leeward and Windward groups, has its own legislature, and the composition of these bodies varies considerably. In Barbados and Jamaica there is a fully elected lower chamber and an upper chamber consisting of a few official members and a majority of nominated unofficial members. Other territories have a single legislature in which there is a majority of unofficial members, including members elected by popular vote. All these territories except British Honduras and the British Virgin Islands have a majority of elected representatives in the legislature. In Barbados, Jamaica and Trinidad an elected member of the legislature has responsibility for education policy. A ministerial system has been adopted in Jamaica and Trinidad and one is to be introduced in British Guiana in 1953; further constitutional development is proposed in several other territories. Governments exercise executive control of primary, secondary, technical and adult education within their territories. The University College of the West Indies, which is largely maintained by contributions from the governments, serves the whole region, and governments are represented on the council which controls the affairs of the university. The population of the region is composed of varied ethnic groups, persons of African descent being in the majority, with Asiatics (East Indians, Chinese and Syrians), Amerindians and Europeans (British, French, Spanish, Dutch and Portuguese) represented in most territories. The bulk of the East Indians are in British Guiana and Trinidad.

LEGAL BASIS

Since there is no federal government, legislation on all matters, including education, is enacted separately for each colony. Most of the colonies' education ordinances are of long standing, and legislation governing the provision

of education has been in existence in some territories for over 100 years. In the Leeward and some of the Windward Islands consideration is at present being given to the introduction of revised comprehensive education legislation.

Primary education is compulsory by law in all territories except Barbados and St. Vincent, but in some of the colonies where this position obtains the law cannot be enforced owing to an insufficiency of schools for the rapidly increasing population of school age. Although education is not compulsory in Barbados, this colony is believed to have the largest percentage of the child population attending school of any territory in the region. It was estimated in 1951 that only 2 per cent of children of school age in Barbados were not attending school. This gives some indication of the demand for educational facilities which exists throughout the area, and which, apart from the difficulty of accommodation, makes it generally unnecessary to compel attendance at school.

ADMINISTRATION

In each territory there is an educational authority or board of education which is responsible for advising the government on educational policy and on specific matters which may be referred to it. The execution of policy is in the hands of a separate Department of Education, in charge of a director of education in the larger territories and an education officer in the smaller islands. The director of education or education officer is usually chairman of the board of education. In certain territories a minister of education is responsible for educational policy, subject to the approval of the body (normally the Governor in Executive Council) which has final responsibility for all matters of government.

Government schools are administered by the Department of Education, but in many territories a large proportion of both primary and secondary schools are owned and managed by denominational bodies, while others are owned by denominations and leased to the government. Such schools are assisted financially, often to the extent of 100 per cent of recurrent expenditure together with capital grants as required, by the government, which through the director of education retains supervisory control over the administration of the schools, including the right to approve the appointment of teachers. The education departments carry out regular inspection of all government-assisted schools and also inspect registered private schools. In addition, the departments of education are responsible for conducting primary school-leaving examinations. The director of education exercises a measure of control over

the curriculum of all primary schools, as well as over the appointment of teachers.

The control exercised by the Department of Education over secondary education is in fact generally slight. Even in the case of government secondary schools, responsibility for administration is commonly delegated to a very large extent to the principal or head teacher, who is usually assisted by an advisory body.

Finance

Funds for expenditure on education are voted from revenue, augmented by assistance under the Colonial Development and Welfare Acts. Such assistance has so far been given mostly in respect of capital outlay on buildings, books and equipment, but grants have been made to the smaller islands for the training of teachers. Primary education is free everywhere except in British Honduras, but nominal fees are charged in secondary schools. Recognized denominational schools receive financial assistance, often up to 100 per cent from the government. Such assistance is generally given in respect of the employment of teachers and other expenses of a recurring nature, but grants are made to denominational bodies for the building or rebuilding of schools owned by them. In most territories some educational institutions have been established or assisted at the expense of money bequeathed by public benefactors, and in the early days of educational developments such bequests were often an important source of funds.

Buildings

In addition to the government-owned school buildings, buildings owned by religious denominations are used for schools; and governments rent buildings from the denominations for use as government schools. The number of buildings is almost invariably insufficient for the growing school population, and much of the accommodation available is old and not altogether satisfactory. Within recent years, however, governments have expanded their school building programmes and have experimented with new designs and materials, receiving assistance for this purpose from Development and Welfare Funds. One of the most promising lines of development now being tried out, especially in Jamaica and St. Vincent, is the use of buildings of extremely simple design with a minimum of enclosed space, which is achieved by building some classrooms open on at least two sides. Furniture is also kept to a minimum, and is specially designed to stand up to weathering. In St. Vincent costs have been further reduced by the use of soil-cement block construction in areas where the soil is suitable, thereby reducing transport costs in construction and avoiding the relatively high first cost of other building materials, including concrete. By this means it has been found possible in St. Vincent to reduce building costs to as little as £10 (U.S. \$28) a place, and those attained in Jamaica are nearly as low. Even so, efforts are being made to achieve still cheaper forms of construction, for only by the adoption of such methods can the accommodation be provided which is required if all children are to receive at least primary schooling. In territories where popular objection to such methods is

strong, costs remain high, although religious denominations are normally able to build at less cost than governments.

ORGANIZATION

Primary Education

Primary education in all the territories is directly administered or largely controlled by governments through the head of the Education Department. In 1942, religious denominations owned over 70 per cent of all schools in the area, although the governments made substantial grants towards recurrent and frequently towards capital expenditure. Since then the proportion of government-owned schools has substantially increased, largely as a result of the expanded government educational programmes which have been encouraged by the assistance made available under the Colonial Development and Welfare Acts; but the denominations continue to play a very important part in the provision of both primary and secondary education. In British Honduras 89 out of 92 aided primary schools in 1951 were owned by religious denominations, and in some other territories the proportion is still very high. In all territories except British Honduras primary education is free; in British Honduras it has long been customary for a nominal fee (equivalent to 5 cents or 3d. a week) to be charged. Most primary schools in the region are co-educational and accept children from the ages of 5, 6 or 7 up to 15. The compulsory age range, which in some territories applies only to prescribed urban areas, is usually from 6 to 13.

Until recently there was little or no subdivision of primary schools but in most territories a start has been made with experiments in reorganization into infant departments (5 to 7 years), junior schools (7 to 12) and intermediate or senior schools (12 to 15). The primary curriculum resembles that prevailing in elementary schools in the United Kingdom, with instruction in reading, writing, arithmetic, English language and literature, geography, nature study or elementary science, history, art, music, physical training, religious instruction and practical subjects, some of which are optional, such as handicrafts, woodwork and needlework. Most territories include instruction in civics or general knowledge in the curriculum. The medium of instruction is English in all territories, but in Dominica and St. Lucia a French patois is spoken, which may necessitate the teaching of English as a language.

Books and stationery are provided free in primary schools in all territories. There is seldom any relation between the curricula of primary schools and those of secondary schools, but in all territories provision exists for a certain number of free places or scholarships at secondary schools made available to the most promising pupils from the primary schools.

Few territories make provision for pre-primary education, but in most territories there are private nursery schools, or 'basic' schools as they are sometimes called, which are often assisted financially by governments. One or two colonies have infant play centres organised entirely by the government.

Secondary Education

This is provided by governments, by religious denominations or by private enterprise. In some territories all three forms of ownership are found. The usual age of entry is 12, and the course lasts for five or six years. Most secondary schools in the region prepare their pupils for the school certificate and higher school certificate examinations of the Cambridge Syndicate, but some schools make use of the Oxford and Cambridge Joint Board Examinations and the School Examinations of London University, or the United Kingdom General Certificate of Education for overseas pupils. Fees at secondary schools vary from £3 to £5.10s. a term. Most secondary schools require pupils to pass an entrance examination before admission, but no other restriction is imposed subject to the availability of accommodation. There are local variations in the curriculum, but it may generally be said that this is influenced by the requirements of the examinations to which the course leads up, and that usually the type of education imparted is designed to fit pupils more for occupation in the public services and commerce than for industry and occupations requiring manual skill. There is accordingly a general need to broaden the curriculum and to make available greater facilities for the study of practical subjects. Most secondary schools prepare pupils with a view to undertaking further courses of study at the University College of the West Indies in Jamaica or at universities in countries overseas, especially in the United Kingdom.

Vocational Education

In many occupations and industries in this area standards of skill are low. There is consequently a widespread need for efficient technical training for young people, so that a supply of skilled workers can be built up to meet the needs of industry. Existing facilities are quite inadequate to meet the growing demand for vocational education. For instance, there are no technical institutions in Barbados, the Leeward Islands or the Windward Islands. All governments are faced with great difficulties in finding the necessary funds to develop facilities for trade and industrial training.

In British Guiana, a technical institute for men was recently opened, which provides courses covering three or four years. At present efforts are being concentrated on turning out skilled tradesmen for industry, on the 'day release' system, but it is intended to develop apprenticeship training and training for boys aged 16 and upwards. A trade school for women and girls, established in 1933 with the aid of the Carnegie Corporation, provides a two-year course in domestic subjects and special courses for teachers and housewives. Jamaica has had a technical school in Kingston for many years, offering trade and industrial education in a wide range of subjects (including commercial subjects) to both men and women, but the accommodation is now inadequate. A number of institutions in Jamaica offer courses in domestic science. In Trinidad, training in almost every local trade and industry has been available for a number of years at centres where evening classes are held under the aegis

of the Board of Industrial Training, financed by the government; but apart from a junior technical school opened in 1943, no institutional vocational training has hitherto been available. A technical school is now being set up by the government in the industrial area in the south of the colony, and one is being planned for Port of Spain, as part of the colony's long-term educational building programme which was begun in 1948. In British Honduras a junior technical school has recently been opened. Useful apprenticeship training is provided in some of the smaller territories, such as St. Kitts, and there are evening classes in most territories. These activities are usually organized by a public board of industrial training.

In addition to government-sponsored activities, commercial and industrial concerns, such as the oil companies in Trinidad, have comprehensive schemes of training for their own workers. In the absence of highly-developed industries in most territories, however, such facilities are exceptional.

The development of vocational agricultural training has to be pursued in the face of a general prejudice against agricultural work, which is attributable to such causes as the lack of incentives to remain on the land, the low standards of living in rural areas, and the apparent connexion between material advancement and prosperity and the academic type of education imparted at secondary schools. This prejudice against agricultural work, together with a dearth of teachers with training in rural science or with any genuine interest in agriculture, has made it difficult to achieve progress with vocational training in agriculture at all levels, but particularly with efforts to encourage an acquaintance with fundamental agricultural practices in primary schools. There are, however, encouraging signs that training in agriculture at the post-primary level is beginning to show results in the territories where it has been undertaken. Such activities include the organizing of 4-H or young farmers clubs, especially in Jamaica, practical training centres in Jamaica catering for boys between the ages of 15 and 17 and an apprenticeship scheme at the Agricultural Experiment Station in St. Vincent. More advanced instruction in agriculture is given at the Jamaica School of Agriculture (to which students from British Honduras are sometimes sent) and the Imperial College of Tropical Agriculture in Trinidad, which provides a diploma course for the teaching of West Indian agriculture at a less advanced level than that of the normal agricultural degree course at a university. A farm institute for the Eastern Caribbean is now in process of establishment, and is expected to accept students for training at the end of 1953. The institute will serve Barbados, the Leeward Islands, Trinidad and the Windward Islands, and is located in Trinidad.

Most governments provide facilities for the vocational training of junior departmental staff. The larger colonies also accept candidates for training from other territories, and funds are made available for the training of government staff, both in the Caribbean and overseas, under the Development and Welfare Acts. In Jamaica the Public Health Training Centre provides instruction in public health work for sanitary inspectors and nurses from other territories as well as from Jamaica.

Higher Education

There are three chief institutions of higher education, and these are open to students from all territories. The University College of the West Indies was established in 1948, and provides for teaching and research in the faculties of arts, domestic science and medicine. A teaching hospital is attached to the university. The possibility of extending the facilities available at the University College to provide teaching in economics, chemical engineering and agriculture to degree standard is under consideration. The recurrent expenditure of the University College is financed by contributions from all governments in the region. The capital funds required for its establishment were provided by the United Kingdom Government.

Codrington College in Barbados has been affiliated to the University of Durham since 1875, and provides courses leading to degrees in classics and theology.

The Imperial College of Tropical Agriculture in Trinidad was established in 1926. In addition to the diploma course in agriculture to which reference has been made in the previous section, the college provides postgraduate instruction in general agriculture and in special branches of study for candidates who have been selected for appointment to the Colonial Agricultural Service. Agricultural research is undertaken at the Imperial College of Tropical Agriculture, and the college possesses its own farm.

All governments provide scholarships to enable local pupils to proceed to institutions of higher education in order to obtain the highest professional and academic qualifications. Scholarships are also awarded from Development and Welfare Funds and grants are made by the British Council for short courses in cultural subjects. In most territories there are privately endowed scholarship funds and government scholarships tenable only at the University College of the West Indies.

Teacher Education

There are teacher-training colleges in Barbados, British Guiana, Jamaica, Trinidad and Antigua which provide training for teachers in service. At some of these training colleges places are reserved for students from other territories. The four training colleges in Jamaica serve not only that colony and its dependencies, but also British Honduras and occasionally other territories. In Trinidad there are three training colleges recognized by the government. Some places at the government training college in Trinidad are usually available for students from the Leeward and Windward Islands. In both British Guiana and Trinidad the course covers a period of two years. The full Jamaica course is of three years' duration. In Barbados a one-year residential course is provided for teachers who are already on the staff of schools.

Minimum educational qualifications (usually school certificate or the teachers' certificate of the local education department) are required of entrants to all training colleges. Even so, it has been found that students admitted to the colleges often possess widely differing backgrounds. Normally, such students have either received a full secondary education or have qualified for admission while serving as pupil-teachers. In Jamaica the men's training

college conducts external examinations for teachers who cannot be admitted to the full residential course, and a special course has recently been provided for probationary teachers. It has been found that only a small proportion of external students are able to obtain full qualifications, by comparison with residential students.

In addition to the basic course of academic studies, students at all colleges receive instruction in practice teaching and in special subjects, in which some choice is allowed. Most colleges teach a variety of local crafts, elementary science and gardening.

The financial resources of the smaller territories, and the limited annual intake of teachers, do not permit of the establishment there of separate training colleges, but in view of the expanding educational programmes of the larger colonies it is becoming increasingly important for special facilities to be provided for those territories not possessing their own training colleges, and proposals are being considered to meet this need. The smaller territories are forced to rely largely at present on the pupil-teacher system, and the education departments organize local courses for pupil-teachers and uncertificated teachers, and special classes for senior teachers. There is a great need for the training of teachers in special subjects, and at present it is seldom possible to supply such training locally.

The co-ordination of syllabuses and examinations for teachers in the Eastern Caribbean territories, and the introduction of an Eastern Caribbean teachers' certificate, is at present receiving consideration.

The University College of the West Indies has a department of education which will shortly provide a course for teachers leading to the diploma in education. Recruitment to teaching appointments in secondary schools has up to the present been made generally from graduates of British universities. Since it is now possible to obtain degree courses in arts (modern history, English literature and modern languages) and the natural sciences (chemistry, physics, zoology and botany) at the University College of the West Indies, it is expected that in future most intending secondary school teachers will obtain the necessary qualifications within the region.

In recent years grants have been made from Development and Welfare Funds to enable education officers and teachers to obtain advanced instruction in the United Kingdom at such institutions as the Institute of Education, London University, and by means of special attachments arranged by the Ministry of Education.

ADULT EDUCATION

Since 1948 efforts to combat illiteracy and to extend adult education have been reinforced by the activities of the department of extra-mural studies of the University College of the West Indies. Extra-mural tutors have been appointed for all the chief territories or groups of territories, and their work is under the general supervision of the director of extra-mural studies, who is also the vice-principal of the University College. The department's main activity is the organizing of classes designed to bring well-educated teachers and scholars into contact with those who wish to study and to develop their intellectual

interests. Summer schools and special courses are held in most territories, while the department has also conducted experiments in methods of organization, especially in ways of stimulating a community to plan and establish programmes of adult education.

The efforts and activities of the departments of education in this field vary with the resources available and with other local conditions. Trinidad has a government educational extension service, which is concerned with all aspects of community welfare, youth organizations and women's groups, and which has comparatively substantial resources at its disposal in the form of field staff, mobile cinema units, etc. In Jamaica, the principal agent of adult education is the Jamaica Social Welfare Commission, a statutory body which is independent of the Education Department though the Director of Education is a member. The parent body from which the Jamaica Social Welfare Commission developed was established in 1943; its island-wide activities were taken over by the commission in 1949. These activities include the training of local leaders, the organizing of cottage industries, housing and agricultural projects (mostly through clubs or discussion groups), travelling cinema units and the provision of literature and books dealing with all aspects of community life and organization. In other territories education departments organize evening classes, and encourage the work of groups, clubs and literacy classes run by voluntary adult education associations, the extra-mural department of the University College assisting wherever possible with these activities.

A seminar on adult education, to which all territories in the region sent representatives, was held in Jamaica in 1952, under the auspices of Unesco.

TRENDS AND PROBLEMS

The problems facing educational authorities in the region are many. The fundamental difficulty is how, with limited revenue, to provide staff and equipment to meet the basic educational needs of rapidly increasing school populations,

in the face of rising costs of materials and salaries (the latter normally accounting for the greater part of all expenditure on education). Other urgent problems are presented by the need to improve the standard of teaching without increasing the proportion of certificated teachers beyond what a colony can afford; by the need for expanded facilities for vocational education; and by the traditional system of organization in primary schools, under which pupils are grouped together in one all-age school. Most governments accept the principle that at the age of 11 or 12 a child reaches a stage when he requires different treatment from that afforded to younger children, and that it is desirable to provide a curriculum which will stimulate interests not provided for under the present system. The difficulty confronting educational authorities is to implement this principle within the financial resources available, for the costs of a complete reorganization would be prohibitive. A further obstacle to be overcome is the reluctance of teachers, particularly head teachers, to abandon well-established methods and forms of organization, and the difficulty of enlisting their ready co-operation in any scheme involving change. Another important problem is the provision of specialist training for class teachers in practical subjects in order that these may be effectively taught.

There is a need in the British Caribbean territories for guidance services, to assist in directing pupils leaving school to the vocation for which they are best fitted. Although there is an increasing awareness of the importance of this question, no effective guidance services can be said to exist. The finding of a job is usually left to the young person himself, with results which are very often unsatisfactory. This emphasizes the need for the inclusion of practical subjects in the school curriculum and for the full co-operation of the school authorities if a satisfactory guidance service is to come into being. There is also a need for developing the commercial side in senior classes and in day and evening continuation classes.

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BARBADOS

Total population (1951 midyear estimate): 213,000.
 Total area: 431 square kilometres; 166 square miles.
 Population density: 490 per square kilometre; 128 per square mile.
 Population within school age limits, 5 to 14 (1949 estimate): 36,000.
 Total enrolment within school age limits (estimate): 98 per cent of the entire school age population.
 Enrolment of girls in primary government schools as a percentage of total: 49 per cent.
 Pupil-teacher ratio in primary government schools: 37.

Illiteracy rate (1946 census): 8 per cent of the population 10 years of age and over.

Public expenditure on education (April 1951-March 1952): 1,804,020 BWI dollars recurrent expenditure. Estimated 16 per cent of total expenditure of the colony.

Official exchange rate: 1 BWI dollar = 0.58 U.S. dollar.

1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS AS AT 5 JULY 1950

Class		Age																Total by sex	Total by class	Median age	Per- centage by class
		6 —	6	7	8	9	10	11	12	13	14	15	16	17	18	19					
1	M. F.	1 775 1 822	585 651	134 132	67 38	26 22	23 29	32 23	19 4	12 4	— —	— —	— —	— —	— —	2 673 2 725	5 398	.	16.3		
2	M. F.	112 54	1 345 1 520	460 550	80 82	25 16	21 12	15 9	14 11	12 1	10 2	2 2	1 —	1 1	— —	2 098 2 260				4 358	6.7	13.2
3	M. F.	3 —	72 28	1 418 1 170	298 469	76 79	37 21	12 12	15 2	10 3	16 1	17 4	5 8	— 1	— —	1 979 1 798	3 777	7.7	11.4		
4	M. F.	— —	— —	86 53	1 294 1 123	305 508	81 97	35 13	12 22	11 4	10 2	5 —	14 —	6 —	— —	1 859 1 822				3 681	8.7	11.1
5	M. F.	— —	— —	— —	84 28	1 341 1 081	351 500	67 76	22 16	12 1	— —	— —	— —	9 —	— —	1 886 1 702	3 588	9.7	10.9		
6	M. F.	— —	— —	— —	— —	39 31	1 411 1 079	331 452	71 44	14 7	5 —	— —	— —	2 —	2 —	1 875 1 613				3 488	10.7	10.6
7	M. F.	— —	— —	— —	— —	— —	30 42	1 133 990	365 487	59 60	8 —	1 —	— —	1 —	— —	1 597 1 579	3 176	11.7	9.6		
8	M. F.	— —	— —	— —	— —	— —	2 —	54 33	1 115 801	208 318	25 8	12 2	— —	— —	— —	1 416 1 162				2 578	12.6	7.8
9	M. F.	— —	— —	— —	— —	— —	— —	2 —	30 10	802 476	138 119	28 5	7 1	— —	— —	1 007 611	1 618	13.6	4.9		
10	M. F.	— —	— —	— —	— —	— —	— —	— —	1 —	11 1	331 155	68 40	16 7	2 3	2 1	431 207				638	14.6
11	M. F.	— —	— —	— —	— —	— —	— —	— —	— —	— —	— 6	137 49	42 56	13 7	6 1	198 119	317	15.8	1.0		
12	M. F.	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	1 —	109 47	41 36	2 —	1 1				154 84	238	16.8	0.7
13	M. F.	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	74 37	29 5	2 —	105 42	147	17.7	0.4	
14	M. F.	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	— —	24 28	13 11	37 39				76	18.7	0.2
Total by age	M. F.	2 110 1 876	2 002 2 199	2 098 1 905	1 823 1 740	1 812 1 737	1 956 1 780	1 681 1 608	1 664 1 397	1 151 875	543 293	271 102	194 119	149 85	65 35	16 12	17 315 15 763	.	.	.	
	M. & F.	3 766	4 201	4 003	3 563	3 549	3 736	3 289	3 061	2 026	836	373	313	234	100	28	.	33 078	.	.	
Percentage by age		11.4	12.7	12.1	10.8	10.7	11.3	9.9	9.3	6.1	2.5	1.1	1.0	0.7	0.3	0.1	

Source. Barbados. Department of Education. Report for the Year Ended on 31 August, 1950. Barbados, 1951.

2. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Government schools	124	1 821	1 460	1 30 080	14 723
Independent schools	...	...	...	...	...
Secondary					
<i>General</i>					
Government-aided schools	10	148	55	2 832	961
Independent schools	...	...	...	...	...
<i>Vocational</i>					
Housecraft Centre	1	4 12	4 10	...	...
Higher					
Codrington College ⁶	1	4	—	7 28	—
Erdeston teacher-training college	1	4 10	4 3	36	18
Other					
Adult education	1	...	...	1 504	...

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom, in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of Barbados for the year 1951.

1. Excluding relief teachers.
2. Including, at midyear 1951, 7,378 pupils in classes at the secondary level.
3. Including pupils in the preparatory departments. There were, at mid-year 1951, 2,518 (811 female) students, in the secondary classes.
4. Including part-time lecturers and instructors.

5. A total of 1,058 women received training during the year.
6. Affiliated to Durham University, England.
7. In addition, 3 male and 3 female students attended the University College of the West Indies in Jamaica, and 7 male and 1 female students attended universities in the United Kingdom and Canada.

3. PUBLIC EXPENDITURE ON EDUCATION FOR THE FISCAL YEAR 1951/52 (in BWI dollars)

Item	Amount	Item	Amount
Total recurrent expenditure	1 804 020		
Administration	79 219	University education:	80 780
Personal emoluments	(68 772)	Scholarships and exhibitions, welfare	(27 500)
Examinations, office equipment, etc.	(10 447)	Contribution to University College of the West Indies	(53 280)
Elementary education	1 249 017	Adult education	33 181
Teachers' emoluments	(1 011 202)		
Nutrition scheme	(109 870)	Capital expenditure	91 865
Repairs to buildings	(43 500)	Elementary schools	55 319
Teacher training, education apparatus, visual aids, practical education	(84 445)	Secondary schools	35 030
Secondary education	361 823	Miscellaneous	1 516
Grants-in-aid to schools	(357 839)		
Exhibitions (scholarships) for secondary education	(3 984)		

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom, in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of Barbados for the year 1951.

Note. Official exchange rate: 1 BWI dollar = 0.58 U.S. dollar.

BRITISH GUIANA

Total population (1951 estimate): 437,000 (East Indians, 45 per cent; Africans, 37 per cent; mixed races, 11 per cent; Amerindians, 4 per cent).

Total area: 215,000 square kilometres; 83,000 square miles.

Population density: 2 per square kilometre; 5 per square mile.

Population within compulsory school age limits, age group 6-14 (1951): 109,000.

Total enrolment in public primary schools: 77,988.

Enrolment of girls as percentage of total: 48 per cent in public schools.

Pupil-teacher ratio: 42 in public primary schools.

Illiteracy rate (1946 census): population 10 years of age and over, 22 per cent (excluding Amerindians).

Total revenue (estimate for year ending 31 December 1951): 25,175,602 dollars.

Public expenditure on education (September 1950-July 1951): 3,365,666 dollars (including capital expenditure, estimated approximately 7.8 per cent of the total expenditure of the territory).

Official exchange rate: 1 Br. Guiana dollar = 0.58 U.S. dollar.

1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS ENROLLED IN FULLY AIDED SCHOOLS AS AT 31 AUGUST 1951

Level of education	Age											Total by sex	Total by class	Median age	Percen- tage by class	
	5	6	7	8	9	10	11	12	13	14	15					
East Indians																
Preparatory																
M.	1 289	2 185	1 858	1 551	779	257	74	17	7	3	—	8 020	15 208	7.3	39.6	
F.	1 171	1 917	1 673	1 430	679	217	80	14	7	—	—	7 188				
Lower																
M.	—	24	262	1 215	1 912	1 558	883	274	115	27	1	6 271	12 287	9.8	32.0	
F.	—	16	266	1 267	1 903	1 480	725	250	83	23	3	6 016				
Middle																
M.	—	—	1	37	206	725	1 153	841	652	333	113	4 061	7 666	11.8	20.0	
F.	—	—	1	39	244	769	1 067	751	536	158	40	3 605				
Upper																
M.	—	—	—	—	7	43	186	342	588	559	315	2 040	3 208	13.6	8.4	
F.	—	—	—	—	2	35	137	262	402	239	91	1 168				
Total by age	{	M. F. M. & F.	1 289	2 209	2 121	2 803	2 904	2 583	2 296	1 474	1 362	922	429	20 392	.	.
			1 171	1 933	1 940	2 736	2 828	2 501	2 009	1 277	1 028	420	134	17 977	.	.
			2 460	4 142	4 061	5 539	5 732	5 084	4 305	2 751	2 390	1 342	563	.	38 369	.
Percentage by age			6.4	10.8	10.6	14.4	14.9	13.3	11.2	7.2	6.2	3.5	1.5	.	.	.
Other races																
Preparatory																
M.	1 218	1 937	1 386	847	341	85	24	4	1	1	—	5 844	11 338	6.8	32.7	
F.	1 303	1 961	1 280	635	227	70	15	3	—	—	—	5 494				
Lower																
M.	—	63	425	1 152	1 496	1 024	554	187	75	21	3	5 000	9 712	9.5	28.0	
F.	—	74	477	1 284	1 441	874	371	134	45	9	3	4 712				
Middle																
M.	—	—	10	77	371	791	1 072	813	567	278	102	4 081	8 300	11.6	24.0	
F.	—	1	9	116	510	979	1 136	702	471	233	62	4 219				
Upper																
M.	—	—	—	—	18	87	253	459	648	636	403	2 504	5 310	13.6	15.3	
F.	—	—	—	2	20	126	336	517	763	659	383	2 806				
Total by age	{	M. F. M. & F.	1 218	2 000	1 821	2 076	2 226	1 987	1 903	1 463	1 291	936	508	17 429	.	.
			1 303	2 036	1 766	2 037	2 198	2 049	1 858	1 356	1 279	901	448	17 231	.	.
			2 521	4 036	3 587	4 113	4 424	4 036	3 761	2 819	2 570	1 837	956	.	34 660	.
Percentage by age			7.3	11.6	10.3	11.9	12.8	11.6	10.9	8.1	7.4	5.3	2.8	.	.	.

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom, in accordance with the provisions of Article 73 (e) of the United Nations Charter, concerning the territory of British Guiana for the year 1951.

Note. Figures do not include 1,113 Aboriginal Indians (female 552).

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary schools	317	1 824	980	77 988	37 544
Secondary schools	3	45	11	948	417
Vocational schools	3	30	19	796	296
Teacher training	1	4	1	40	16

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom, in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of British Guiana for the year 1951.

3. PUBLIC EXPENDITURE ON EDUCATION, SEPTEMBER 1950-JULY 1951 (in Br. Guiana dollars)

Item	Amount
Total expenditure	3 365 666
Recurrent expenditure	
Salaries	2 321 393
Other charges	308 841
Extraordinary expenditure	49 744
Contribution to Imperial College of Tropical Agriculture	6 000
Contribution to University College of the West Indies	92 880
Training of nurses and dispensers	116 477
Other	82 257
Capital expenditure	388 074
From Colony funds	(205 624)
From Colonial Development and Welfare funds	(182 450)

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom, in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of British Guiana for the year 1951.

Note. Official exchange rate: 1 Br. Guiana dollar = 0.58 U.S. dollar.

BRITISH HONDURAS

Total population (1951 midyear estimate): 70,000.

Total area: 22,965 square kilometres; 8,867 square miles.

Population density: 3 per square kilometre; 8 per square mile.

Population within school age limits, 6-14 (estimate): 15,000.

Total enrolment in primary schools: 13,103.

Enrolment of girls as percentage of total primary enrolment: 49 per cent.

Pupil-teacher ratio: 45.

Illiteracy rate, population 10 years of age and over (1946 census): 17 per cent.

Total revenue (1951): 4,883,952 Br. Honduras dollars.

Public expenditure on education (1951): 303,544 dollars, representing 10 per cent of the colony's gross expenditure.

Cost per pupil: average cost on primary schools 24.78 dollars per annum.

Official exchange rate: 1 Br. Honduras dollar = 0.70 U.S. dollar.

1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in British Honduras dollars)

Source of revenue	Type of expenditure						
	Total	Administration, inspection, etc.	Primary schools	Secondary schools	Post-secondary education	Teacher training	Maintenance of buildings
Total	419 691	...	...	...	...	...	...
Expenditure from Colonial Revenue ¹	303 544	12 718	246 506	6 831	2 760	15 622	17 052
Expenditure from Special Development, Imperial Funds	52 037	...	...	...	...	...	...
Estimated expenditure by voluntary agencies	* 64 110	...	...	...	...	...	...

Source. British Honduras. Education Department. *Annual Report for the Year 1951*. Belize, 1952.

Note. Official exchange rate: 1 British Honduras dollar = 0.70 U.S. dollar.

1. This amount does not include the sum of 16,000 dollars spent in connexion with Listowel Boys' Training School for juvenile delinquents.

2. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN GOVERNMENT AND GOVERNMENT-AIDED PRIMARY SCHOOLS AS AT 31 DECEMBER 1951

Class and sex	Age																	Total by sex	Total by class	Median age	Percent- age by class
	6—	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+					
Sub-standard 1																					
M.	760	485	224	61	29	6	5	—	—	—	—	—	—	—	—	—	1 570	3 395	.	27.3	
F.	1 049	474	203	58	27	6	6	1	1	—	—	—	—	—	—	—	1 825				
Sub-standard 2																					
M.	11	165	184	158	92	39	14	6	2	—	—	—	—	—	—	—	671	1 355	7.8	10.9	
F.	22	186	170	172	78	38	9	4	5	—	—	—	—	—	—	—	684				
Standard I																					
M.	—	16	113	222	219	108	51	24	7	2	—	—	—	—	—	—	762	1 472	9.0	11.8	
F.	—	19	118	234	153	104	60	13	7	2	—	—	—	—	—	—	710				
Standard II																					
M.	—	—	9	75	207	219	138	55	27	11	—	—	—	—	—	—	741	1 434	10.3	11.5	
F.	—	—	10	81	215	194	107	57	25	4	—	—	—	—	—	—	693				
Standard III																					
M.	—	—	2	17	75	197	236	126	74	22	5	—	—	—	—	—	754	1 407	11.3	11.3	
F.	—	—	2	24	73	191	180	100	63	15	5	—	—	—	—	—	653				
Standard IV																					
M.	—	—	—	3	19	92	177	182	138	47	17	—	—	—	—	—	675	1 264	12.2	10.1	
F.	—	—	—	5	18	75	169	156	135	26	5	—	—	—	—	—	589				
Standard V																					
M.	—	—	—	—	2	15	69	140	180	74	34	3	—	—	—	—	517	974	13.1	7.8	
F.	—	—	—	—	—	16	85	119	138	74	25	—	—	—	—	—	457				
Standard VI																					
M.	—	—	—	—	—	1	16	60	159	133	78	18	—	—	—	—	465	995	14.0	8.0	
F.	—	—	—	—	—	1	17	72	173	157	87	23	—	—	—	—	530				
Pupil-teachers																					
M.	—	—	—	—	—	—	—	—	—	2	14	10	13	9	7	—	55	158	17.1	1.3	
F.	—	—	—	—	—	—	—	—	—	13	12	26	19	15	13	5	103				
Total by age	M.	771	666	532	536	643	677	706	593	587	291	148	31	13	9	7	—	6 210	.	.	.
	F.	1 071	679	503	574	564	625	633	522	547	291	134	49	19	15	13	5	6 244	.	.	.
	M. & F.	1 842	1 345	1 035	1 110	1 207	1 302	1 339	1 115	1 134	582	282	80	32	24	20	5	.	12 454	.	.
Percentage by age		14.8	10.8	8.3	8.9	9.7	10.5	10.7	9.0	9.1	4.7	2.2	0.6	0.3	0.2	0.2	.	.	.	.

Source. British Honduras. Education Department. *Annual Report for the Year 1951*. Belize, 1952.

3. SUMMARY OF SCHOOL STATISTICS AS AT 31 DECEMBER 1951

Level of education and type of school	Institutions	Teachers ¹		Students	
		Total	F.	Total	F.
Primary					
Government schools ²	3	6	4	316	161
Government-aided schools ³	89	262	182	11 886	5 826
Other institutions ⁴	23	24	17	901	434
Secondary					
Government-aided schools	5	42	22	776	367

Source. British Honduras. Education Department. *Annual Report for the Year 1951*. Belize, 1952.

1. Including 280 untrained teachers (151 female).
2. Including some vocational training in domestic science given in the higher standards of one centre.
3. Not including teacher training with 78 pupils (60 female). The teacher-training centre is an integral part of one of the large primary schools, but students enter after completing the primary course.
4. Denominational and other schools.

J A M A I C A

Total population (1951 midyear estimate): 1,430,000.
 Total area: 11,424 square kilometres; 4,411 square miles.
 Population density: 125 per square kilometre; 324 per square mile.
 Population within school age limits (1951 estimate): 280,000.
 Total enrolment in public primary schools: 208,592.
 Enrolment of girls as percentage of total enrolment in public primary schools: 51.6 per cent.
 Pupil-teacher ratio in public primary schools: 49.

Illiteracy rate, population 10 years of age and over (1943 census): 26 per cent.

Total revenue (estimated general revenue, 1951/52): 11,532,000 pounds.

Public expenditure on education (1950): 1,577,551 pounds sterling (recurrent and capital expenditure).

Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Public schools	688	4 222	3 318	208 592	107 607
Independent schools	...	...	...	...	...
Secondary					
<i>General</i>					
Public schools	27	293	158	5 809	3 181
Independent schools	...	...	...	...	...
<i>Technical</i>					
Public schools	10	66	19	1 796	626
Independent schools	...	...	...	...	...
<i>Teacher training</i>					
Public schools	4	23	14	296	196
Independent schools	...	...	...	...	...
Higher					
University College of the West Indies	1	48	7	203	53

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom, in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of Jamaica for the year 1951.

Note. Public schools include government-assisted schools. Figures do not include an estimate of 25 primary schools with estimated 2,000 pupils, situated in the islands of Turks and Caicos and Cayman.

2. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS ATTENDING SCHOOLS AS AT 31 DECEMBER 1950

Class	Age																	Total by sex	Total by class	Me- dian age	Percen- tage by class
	6—	6	7	8	9	10	11	12	13	14	15	16	17	18	19+						
1	M.	1 097	333	11 341	6 560	1 812	684	568	346	242	128	19	24	10	8	3	23 175	47 377	7.9	23.8	
	F.	1 257	431	11 355	6 855	1 877	740	591	417	291	205	72	48	39	13	11	24 202				
2	M.	323	499	450	6 627	5 667	1 886	793	433	295	171	49	33	14	9	3	17 252	35 302	9.1	17.7	
	F.	325	632	434	6 802	5 749	2 004	869	462	317	232	98	55	35	25	11	18 050				
3	M.	—	229	400	297	5 074	5 112	1 883	616	353	208	85	41	17	4	3	14 322	29 509	10.2	14.8	
	F.	—	298	480	361	5 359	5 355	1 819	761	322	245	72	53	35	16	11	15 187				
4	M.	—	—	140	119	230	4 731	4 768	1 695	694	213	52	58	23	20	3	12 746	26 372	11.2	13.2	
	F.	—	—	133	180	302	4 941	5 159	1 781	642	293	87	52	33	13	10	13 626				
5	M.	—	—	—	5	68	178	4 259	4 476	1 489	468	44	56	31	16	5	11 095	23 096	12.2	11.6	
	F.	—	—	—	16	128	232	4 702	4 718	1 557	472	55	66	34	16	5	12 001				

Class		Age																Total by sex	Total by class	Me- dian age	Percen- tage by class
		6—	6	7	8	9	10	11	12	13	14	15	16	17	18	19+					
6	M.	—	—	—	—	9	67	180	3 666	3 651	1 087	13	28	35	28	5	8 769 9 648	18 417	13.1	9.3	
	F.	—	—	—	—	50	151	215	3 908	4 009	1 210	27	33	33	9	3					
7	M.	—	—	—	—	—	4	52	112	3 216	2 808	6	16	17	16	2	6 149 6 831	12 980	13.9	6.5	
	F.	—	—	—	—	—	6	111	179	3 221	3 143	18	20	14	17	2					
8	M.	—	—	—	—	—	—	5	43	139	2 563	1	6	15	13	3	2 788 3 362	6 150	14.5	3.1	
	F.	—	—	—	—	—	—	24	109	203	2 992	6	11	5	9	3					
Total by age	M.	1 420	1 061	12 331	13 608	12 860	12 626	12 508	11 387	9 979	7 646	266	261	158	112	26	96 285 102 918		.	.	
	F.	1 582	1 361	12 402	14 214	13 465	13 465	13 490	12 335	10 662	8 792	438	339	232	120	57					
Percentage by age	M. & F.	3 002	2 422	24 733	27 822	26 325	26 091	25 998	23 722	20 641	16 438	704	600	390	232	83		.	199 203	.	
		1.5	1.2	12.4	14.0	13.2	13.1	13.0	11.9	10.4	8.3	0.4	0.3	0.2	0.1	0.0					

Source. Jamaica. Education Department. *Report for the Year Ended 31 December, 1950*. Kingston, 1952.

LEEWARD ISLANDS

Total population (1951 midyear estimate): 116,000 (Antigua, 46,000; Montserrat, 14,000 (1950); St. Kitts-Nevis and Anguilla, 48,000 (1950); Virgin Islands, 6,000 (1950).

Total area: 1,094 square kilometres; 422 square miles (Antigua, 442 square kilometres, 171 square miles; Montserrat, 83 square kilometres, 32 square miles; St. Kitts-Nevis and Anguilla, 396 square kilometres, 153 square miles; Virgin Islands, 174 square kilometres; 67 square miles).

Population density: 106 per square kilometre; 275 per square mile.

Illiteracy rate (1946 census), population 10 years of age and over: 17 per cent.

1. ANTIGUA: SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary¹					
Government schools	26	177	114	9 126	4 514
Independent schools	5	22	18	630	351
Secondary					
Government-aided schools	4	51	36	1 022	625
Private school	1				
Teacher training	1	2	2	32	32

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of Antigua, for the year 1951.

1. Vocational training is provided for the senior pupils of the primary schools, 48 boys and 72 girls.

2. ANTIGUA: PUBLIC EXPENDITURE ON EDUCATION, 1951 (in BWI dollars)

Item	Amount
Administration, recurrent expenditure for primary and secondary schools	252 516
Capital expenditure	14 562

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of Antigua, for the year 1951.

Note. The total revenue of the Presidency for 1951 including funds from Metropolitan Government amounted to 3,672,880 BWI dollars; approximately 7.3 per cent of the funds were spent on education. Official exchange rate: 1 BWI dollar = 0.58 U.S. dollar.

3. ST. KITTS-NEVIS-ANGUILLA: DISTRIBUTION OF PUPILS IN PRIMARY SCHOOLS BY YEARS COMPLETED AT SCHOOL AND BY SEX, 1951

Years completed	Pupils		Years completed	Pupils	
	Total	F.		Total	F.
Total	10 700	5 380	6	837	412
1	2 305	1 122	7	795	390
2	1 708	873	8	640	330
3	1 393	692	9	475	243
4	1 083	566	10	340	167
5	961	494	11	163	91

Source. St. Kitts-Nevis-Anguilla. Education Department. *Report for the Year 1951*. Antigua, 1952.

4. ST. KITTS-NEVIS-ANGUILLA: SUMMARY OF SCHOOL STATISTICS AS AT 31 DECEMBER 1951

Level of education and type of school	Institutions	Teachers ¹		Pupils	
		Total	F.	Total	F.
Primary					
Government schools	32	325	211	10 477	5 250
Government-aided schools	1	...	...	223	130
Secondary					
Government schools	3	20	11	503	290
Private school	1	...	...	153	86

Source. St. Kitts-Nevis-Anguilla. Education Department. *Report for the Year 1951*. Antigua, 1952.

1. Including 87 uncertificated teachers and 115 pupil-teachers in primary schools and 17 (10 female) uncertificated in secondary schools.
2. Including 21 (19 female) pupils in teacher training and 16 female pupils in other vocational courses.

5. MONTSERRAT: SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Pupils	
		Total	F.
Primary schools	1 14	3 224	1 628
Secondary schools		163	74

Source. Information received from the Caribbean Commission.

Note. Public expenditure on education in 1951 amounted to 92,092 BWI dollars for primary and 23,386 for secondary education.

1. 13 schools maintained from Colonial or local government funds and 1 aided school.

6. BRITISH VIRGIN ISLANDS: SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Pupils	
			Total	F.
Primary				
Government school	1	{ 1 68	1 668	837
Government-aided schools	11			
Secondary				
Government school	1	...	82	62

Source. Information received from the Caribbean Commission.

Note. Public expenditure on education in 1951 amounted to 43,915 BWI dollars for primary and 11,070 for secondary education.

1. In 1950.

7. ST. KITTS-NEVIS AND ANGUILLA: PUBLIC EXPENDITURE ON EDUCATION, 1951 (in pounds)

Source of revenue	Total	Administration, inspection, etc.	Primary schools	Secondary schools	Teacher training	Scholarships overseas and regional	Capital expenditure
Total	67 357	3 066	53 363	7 949	3 663	155	161
Expenditure from Colonial Revenue	65 925	3 066	53 363	7 949	1 547	—	—
Expenditure from Special Development Funds	1 380	—	—	—	1 116	103	161
Estimated expenditure by voluntary agencies ¹	1 52	—	—	—	—	1 52	—

Source. St. Kitts-Nevis and Anguilla. Education Department. *Report for the Year 1951*. Antigua, 1952.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

1. Private scholarships in government secondary schools.

TRINIDAD AND TOBAGO

Total population (1951 midyear estimate): 646,000.
 Total area: 5,128 square kilometres; 1,980 square miles.
 Population density: 126 per square kilometre; 326 per square mile.
 Population within school age limits (1951 estimate): 156,000.
 Total enrolment estimated in 1950 at 87 per cent of the population within school age limits. The difference is almost entirely accounted for by children who are enrolled after the age of 15 or who leave school between the ages of 12 and 15.

Enrolment of girls as percentage of total: 48 per cent in primary schools.

Pupil-teacher ratio: 47.

Illiteracy rate, 10 years and over (1946 census): 24 per cent.

Total revenue (1951): 59,186,809 dollars.

Public expenditure on education (1951): 5,568,448 dollars.

Official exchange rate: 1 Trinidad dollar = 0.58 U.S. dollar.

1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN GOVERNMENT AND ASSISTED PRIMARY SCHOOLS, 1951

Class		Age														Total by sex	Total by class	Median age	Per- centage by class
		5	6	7	8	9	10	11	12	13	14	15	16	17					
1	M.	6 840	5 511	2 899	970	267	82	19	7	1	—	—	—	—	16 596 { 15 893 {	32 489	6.2	26.9	
	F.	6 941	5 355	2 496	796	232	62	9	2	—	—	—	—						
2	M.	577	2 181	3 685	2 985	1 466	583	157	63	21	3	—	—	11 721 { 10 487 {	22 208	7.8	18.4		
	F.	569	2 444	3 350	2 467	1 104	399	118	31	4	1	—	—						
3	M.	18	225	1 064	1 982	1 841	1 227	569	228	57	18	—	—	7 229 { 6 688 {	13 917	9.1	11.5		
	F.	8	264	1 165	2 035	1 637	1 018	419	112	27	3	—	—						
4	M.	—	55	365	1 082	1 609	1 664	1 159	576	237	46	—	—	6 793 { 6 189 {	12 982	10.0	10.7		
	F.	2	52	385	1 190	1 693	1 540	864	344	100	19	—	—						
5	M.	—	5	78	369	901	1 519	1 415	1 068	581	175	—	—	6 111 { 5 774 {	11 885	11.0	9.8		
	F.	—	4	89	425	953	1 513	1 347	890	388	165	—	—						
6	M.	—	—	5	95	416	802	1 292	1 399	1 049	609	8	—	5 675 { 5 005 {	10 680	12.0	8.8		
	F.	—	—	14	105	399	973	1 344	1 147	702	320	—	1						
7	M.	—	—	1	21	104	405	921	1 114	1 060	802	12	3	4 443 { 3 974 {	8 417	12.6	7.0		
	F.	—	—	—	19	110	439	916	1 096	896	492	4	1						
8	M.	—	—	—	6	25	87	237	533	774	830	31	—	2 523 { 2 409 {	4 932	13.5	4.1		
	F.	—	—	1	2	16	78	257	504	755	716	73	7						
9	M.	—	—	—	—	—	2	59	196	405	684	57	20	1 425 { 1 316 {	2 741	14.0	2.3		
	F.	—	—	—	—	3	7	66	201	377	536	103	20						
10	M.	—	—	—	—	—	—	9	2	17	49	50	40	187 { 177 {	364	15.5	0.3		
	F.	—	—	—	—	—	—	11	4	8	32	48	49						
11	M.	—	—	—	—	—	—	—	—	—	7	9	28	86 { 146 {	232	16.7	0.2		
	F.	—	—	—	—	—	—	—	—	1	4	29	67						
Total by age	M.	7 435	7 977	8 097	7 510	6 629	6 371	5 837	5 186	4 202	3 223	167	91	64	62 789 58 058	•	•	•	
	F.	7 520	8 119	7 500	7 039	6 147	6 029	5 351	4 331	3 258	2 288	257	145	74					
M. & F.		14 955	16 096	15 597	14 549	12 776	12 400	11 188	9 517	7 460	5 511	424	236	138	•	120 847	•	•	
Percentage by age		12.4	13.3	12.9	12.0	10.6	10.3	9.3	7.9	6.1	4.6	0.3	0.2	0.1	•	•	•	•	

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom in accordance with the provisions of Article 73 (e) of the United Nations Charter, concerning the territory of Trinidad and Tobago for the year 1951.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in BWI dollars)

Item	Amount
Total	5 568 448
Administration and inspection	287 430
Primary education	
Government schools	818 060
Assisted schools	2 861 053
Domestic science and handwork centres	80 986
Miscellaneous	38 091
Secondary education	601 560
Extension service	14 961
School feeding (milk and meals)	82 400
Building grants to assisted schools	9 616
Training of teachers	184 703
Development schemes (school buildings)	355 073
Subventions	175 431
Upkeep and repairs	59 084

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom, in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of Trinidad and Tobago for the year 1951.

Note. Official exchange rate: 1 BWI dollar = 0.58 U.S. dollar.

3. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Government schools	63	622	307	26 460	12 588
Government-aided schools	248	1 960	871	94 387	45 470
Private schools	151	...	...	9 248	5 020
Secondary					
<i>General</i>					
Government schools	1	22	—	440	—
Government-aided schools	11	200	84	5 634	2 614
Private schools	33	...	...	3 178	1 548
<i>Vocational</i>					
Junior technical school	1	4	—	82	—
<i>Teacher training</i>					
Government training college	1	11	5	126	53
Government-aided training colleges	2	8	4	80	51
Higher¹					
Imperial College of Tropical Agriculture	1	...	...	57	—

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom, in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of Trinidad and Tobago for the year 1951.

1. In addition 511 students were receiving higher education in the following countries: United Kingdom and Eire 212; United States 146; Canada 122; Jamaica 13; France 10; Switzerland 2; Belgium 2; Venezuela 2; Spain 1; Haiti 1.

WINDWARD ISLANDS Dominica

Total population (1951 midyear estimate): 55,000.
Total area: 790 square kilometres; 305 square miles.
Population density: 70 per square kilometre; 180 per square mile.
Total enrolment (1951): 9,618 in public primary schools.
Pupil-teacher ratio: 48 in primary schools.
Illiteracy rate (estimate): 30 per cent of population 10 years of age and over.

Public expenditure on education: budget of the colony (1951): 210,068 BWI dollars.

Official exchange rate: 1 BWI dollar = 0.58 U.S. dollar.

1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in BWI dollars)

Source of expenditure	Amount
Total expenditure	230 611
Expenditure from Colonial Funds	¹ 210 068
Expenditure from Colonial Development and Welfare Funds	59 938
Estimated expenditure by voluntary agencies	* 10 610

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom, in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of Dominica for the year 1951.

Note. Official exchange rate: 1 BWI dollar = 0.58 U.S. dollar.

1. Estimated approximately 14 per cent of the territory's ordinary revenue.

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary schools	40	200	111	9 618	...
Secondary schools	4	34	20	583	...
Teacher training	1	2	1	20	...

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom, in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of Dominica for the year 1951.

WINDWARD ISLANDS Grenada

Total population (1951 midyear estimate): 76,000.
Total area: 344 square kilometres; 133 square miles.
Population density: 221 per square kilometre; 571 per square mile.
Total enrolment in primary schools (1951): 17,504.
Enrolment of girls as percentage of total enrolment: 47 per cent.
Pupil-teacher ratio: 37.

Total expenditure (1951): 3,840,415 dollars.
Public expenditure on education (1951): 423,653 dollars.
Cost per pupil: 23.38 dollars (government expenditure per child in average attendance in primary schools).

Official exchange rate: 1 BWI dollar = 0.58 U.S. dollar.

1. SUMMARY OF SCHOOL STATISTICS AS AT 31 DECEMBER 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Government schools	¹ 12	471	234	¹ 3 575	1 680
Government-aided schools	¹ 42			13 929	6 616
Secondary					
Government school	1			300	—
Government-aided schools	4			727	510

Source. Grenada. Education Department. *Report for the Year 1951*. Grenada, 1952.

- Two government schools and one Roman Catholic school were destroyed by fire in 1951.
- Including 97 pupils (45 female) in teacher-training centres.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in BWI dollars)

Item	Amount
Total	423 653
Expenditure on primary education	291 612
(Teachers' salaries)	(270 903)
Capital expenditure on buildings, etc.	47 987
Other expenditure	73 425
Estimated expenditure by voluntary agencies	*10 629

Source. Great Britain. Information transmitted to the Secretary-General of the United Nations by Her Majesty's Government in the United Kingdom in accordance with the provisions of Article 73 (c) of the United Nations Charter, concerning the territory of Grenada for the year 1951.

WINDWARD ISLANDS

Saint Lucia

Total population (1951 midyear estimate): 80,000.

Total area: 603 square kilometres; 233 square miles.

Population density: 133 per square kilometre; 343 per square mile.

Total enrolment in government primary schools: 13,459.

Enrolment of girls as percentage of total: 51 per cent in government primary schools.

Pupil-teacher ratio: 35.

Total revenue (1951): 3,235,486 BWI dollars.

Public expenditure on education (1951): 332,609 BWI dollars.

Official exchange rate: 1 BWI dollar = 0.58 U.S. dollar.

1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in BWI dollars)

Source of revenue	Total	Type of expenditure								
		Administration, inspection, etc.	Primary schools	Secondary schools	Post-secondary education	Teacher training	Vocational training	Maintenance of schools	Capital expenditure	Other expenditure
Total	332 609	...	...	...	...	...	...	...	...	...
Expenditure from Colonial Revenue	243 479	12 749	195 252	18 117	14 020	—	71	—	—	3 270
Expenditure from funds raised locally	777	—	—	—	—	—	—	—	—	777
Expenditure from Special Development Colonial Funds	58 779	—	—	150	—	17 018	—	1 195	40 416	—
Expenditure by Government Departments other than Education	15 711	...	...	...	...	...	...	...	...	...
Estimated expenditure by voluntary agencies	* 13 863	...	...	...	...	...	...	...	...	...

Source, Saint Lucia, Education Department, *Annual Report for the Year 1951*, St. Lucia, 1952.

Note, Official exchange rate: 1 BWI dollar = 0.58 U.S. dollar.

2. SUMMARY OF SCHOOL STATISTICS AS AT 31 DECEMBER 1951

Level of education and type of school	Institutions	Teachers ¹		Pupils	
		Total	F.	Total	F.
Primary					
Government-aided schools	47	404	307	13 459	6 904
Private schools	16	...	...	* 1 200	...
Secondary					
General course	2	24	16	434	211
Teacher-training centres				50	24
Technical courses				2	—
Post-secondary courses				37	7

Source, Saint Lucia, Education Department, *Annual Report for the Year 1951*, Saint Lucia, 1952.

Note, General, post-secondary courses were run by the Extra-Mural Department of the University College of the West Indies. There was an aggregate attendance of 2,707 students.

1. Including 383 (293 female) untrained primary school teachers and 18 (16 female) secondary school teachers.

WINDWARD ISLANDS

Saint Vincent

Total population (1951 midyear estimate): 68,000.
 Total area: 389 square kilometres; 150 square miles.
 Population density: 175 per square kilometre; 453 per square mile.
 Total enrolment in primary schools (1951): 14,390 (approximately two-thirds of the school-age population).
 Enrolment of girls as percentage of total: 49 per cent in primary schools.

Pupil-teacher ratio: 39.
 Illiteracy rate (1951 estimate): 19 per cent.
 Public expenditure on education (1951): 286,009 BWI dollars.
 Official exchange rate: 1 BWI dollar = 0.58 U.S. dollar.

1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in BWI dollars)

Source of expenditure	Total	Adminis- tration, inspection, etc.	Primary schools	Secondary schools	Post- secondary education	Teacher training	Vocational schools and courses	Scholar- ships overseas and regional	Main- tenance of school buildings etc.	Capital expen- diture, buildings, etc.	Other expen- diture
Total expenditure	286 009	12 376	186 248	37 392	8 709	3 205	1 077	3 063	14 184	12 728	7 019
Expenditure from Colonial Revenue	253 895	5 660	186 248	37 392	8 709	2 149	664	3 063	5 650	—	4 352
Expenditure from Special Development Imperial Funds	8 848	6 716	—	—	—	1 056	413	—	663	—	—
Expenditure by government departments other than Education Department	22 235	—	—	—	—	—	—	—	6 840	12 728	2 667
Estimated expenditure by Voluntary Agencies	* 1 031	—	—	—	—	—	—	—	* 1 031	—	—

Source, Saint Vincent. Council Paper No. 7 of 1953. *Annual Report for the Year 1951*.
 Note. Official exchange rate: 1 BWI dollar = 0.58 U.S. dollar.

2. SUMMARY OF SCHOOL STATISTICS AS AT 31 DECEMBER 1951

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Government schools	18	365	197	14 390	7 080
Assisted denominational schools	22				
Secondary					
Government schools	2	20	10	432	214
Government-aided schools	1	3	1	105	31

Source, Saint Vincent. Council Paper No. 7 of 1953. *Annual Report for the Year 1951*.
 Note. In addition, the Department of Agriculture provides a two-year residential course and 20 pupils have been trained; the Medical Department provides courses for sanitary inspectors, nurses, midwives, etc.; the Public Works and the Electricity and Telephone Departments train mechanical apprentices.

3. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN GOVERNMENT AND ASSISTED PRIMARY SCHOOLS AS AT 31 DECEMBER 1951

Class		Age											Total by sex	Total by class	Median age	Per- centage by class
		6 —	6	7	8	9	10	11	12	13	14	15				
1	M.	397	490	328	108	82	70	54	50	36	18	3	1 636	{ 3 141	6.7	21.8
	F.	464	477	185	96	90	58	58	43	23	9	2	1 505			
2	M.	5	339	386	155	133	67	65	24	29	14	5	1 222	{ 2 317	7.7	16.1
	F.	3	345	318	166	87	66	55	27	17	9	2	1 095			
3	M.	—	13	181	314	162	81	75	34	18	7	4	889	{ 1 766	8.8	12.3
	F.	—	5	189	304	147	98	59	38	25	10	2	877			
4	M.	—	—	8	186	332	158	91	44	23	18	2	862	{ 1 741	9.7	12.1
	F.	—	—	6	249	309	139	102	31	22	18	3	879			
5	M.	—	—	2	15	161	261	136	88	47	27	4	741	{ 1 490	10.7	10.3
	F.	—	—	1	9	186	289	134	70	32	25	3	749			
6	M.	—	—	—	2	19	158	174	202	42	36	7	640	{ 1 349	11.8	9.4
	F.	—	—	—	—	12	167	218	241	47	20	4	709			
7	M.	—	—	—	—	—	19	168	166	103	35	6	497	{ 1 034	12.3	7.2
	F.	—	—	—	—	2	17	194	196	80	42	6	537			
8 and over	M.	—	—	—	—	—	7	4	163	314	278	57	823	{ 1 552	13.7	10.8
	F.	—	—	—	—	2	4	7	156	277	232	51	729			
Total by age	M.	402	842	905	780	889	821	767	771	612	433	88	7 310	{ 14 390	.	.
	F.	467	827	699	824	835	838	827	802	523	365	73	7 080			
	M. & F.	869	1 669	1 604	1 604	1 724	1 659	1 594	1 573	1 135	798	161	.			
Percentage by age		6.0	11.6	11.2	11.2	12.0	11.5	11.1	10.9	7.9	5.5	1.1	.	.	.	.

Source. Saint Vincent. Council Paper No. 7 of 1953. *Annual Report for the Year 1951.*

FALKLAND ISLANDS

Total population (1952): approximately 2,230.

Total area: 12,000 square kilometres; 4,600 square miles.

Population density: 0.2 per square kilometre; 0.5 per square mile.

Total enrolment within compulsory school age limits: 348.

Enrolment of girls as percentage of total: 45 per cent.

Pupil-teacher ratio: 16.

Public expenditure on education (1951 estimate): 10,832 pounds.
Cost per pupil (estimate): 31 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in February 1953.

LEGAL BASIS

Under the Education Ordinance of 1949, education is free and compulsory in the age-group 5-14 years excepting that children are exempted from school attendance between 5 and 7 if they are more than one mile from a settlement school and between 7 and 14 if they are more than two miles from a school. The ordinance also provides for medical inspection of all pupils and for raising the school-leaving age to 16 years when conditions permit.

ADMINISTRATION

The educational system is administered for the Legislative Council by a Superintendent of Education. All schools in the colony are maintained by the government. A distinction is drawn between the township of Stanley and the rural areas—termed the Camp. The superintendent is headmaster of the all-age Stanley school, and he undertakes supervisory visits to settlement schools in the Camp.

Funds for education are derived from colonial revenue,

with a considerable additional sum made available for capital outlay by the Imperial Development and Welfare Scheme. Approximately two-thirds of expenditure is devoted to education in Stanley. Children over 14 are required to pay 2s. 6d. per week for their education.

ORGANIZATION

No clear-cut division into primary and secondary levels exists, because of the small and scattered population. The Stanley school has a separate building for the infants (5 to 7 years); the senior school comprises compulsory classes for the 7 to 14-year-olds and voluntary continuation classes for two further years. A local certificate is awarded at the end of the continuation class stage. The curriculum in the Stanley School includes religious knowledge, English, arithmetic, geography, history, art, needlework and craft work, music and physical training, with Spanish, gardening, woodwork and mathematics added in the senior classes.

In the Camp, settlement schools have been established where there are a sufficient number of children. The curriculum is somewhat more restricted in these one-teacher schools, but in general covers reading, writing, arithmetic, nature study and some history and geography. The population of the school tends to be small and to change rapidly, as the parents often move from place to place. Some settlement schools are part-time only. Where settlement schools are not available, travelling teachers visit children in their homes, such children receiving probably one week's instruction in five. The policy of the colony is to improve education in the Camp by setting up larger settlement schools with boarding establishments. With

the support of some of the land-owning companies and farmers, this scheme began during 1953.

No secondary education is provided outside Stanley. It is planned to build a new secondary school in Stanley with boarding facilities for a proportion of the students. Boarding allowances are at present granted to assist children from country districts to attend school in Stanley. Arrangements have been concluded with the Education Committee of the Dorset (Great Britain) County Council for all scholarship winners to enter one of their boarding grammar schools. The first children to take advantage of this arrangement left the Falklands in 1952.

There is no provision for higher education in the islands.

EDUCATION AND STATUS OF TEACHERS

While senior posts are occupied by certificated teachers from the United Kingdom, the majority of the staff are recruited locally. New teachers receive two years' training in Stanley following attendance in the continuation class or its equivalent in the Camp. One of the teachers in Stanley schools devotes part of her time to this training course. Fixed salary scales, with annual increments and cost of living bonus, obtain for locally recruited teachers.

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1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS, AS AT 30 SEPTEMBER 1950

Class		Age												Total by sex	Total by class	Median age	Class per- centage
		6—	6	7	8	9	10	11	12	13	14	15	16				
1	M.	13	7	5	2	—	—	—	—	—	—	—	—	27	56	6.3	16.1
	F.	11	5	2	4	1	4	1	1	—	—	—	—	29			
2	M.	5	13	15	2	1	—	—	—	—	—	—	—	36	56	7.1	16.1
	F.	2	5	9	2	—	—	1	1	—	—	—	—	20			
3	M.	—	—	2	8	5	1	1	2	1	—	—	—	20	40	8.7	11.5
	F.	—	—	2	15	—	2	—	1	—	—	—	—	20			
4	M.	—	—	—	5	3	5	5	2	—	—	—	—	20	35	10.1	10.1
	F.	—	—	1	2	6	3	1	1	1	—	—	—	15			
5	M.	—	—	—	—	5	15	4	3	4	2	—	—	33	59	10.8	17.0
	F.	—	—	—	—	4	12	4	2	3	1	—	—	26			
6	M.	—	—	—	—	1	2	9	6	4	1	1	—	24	42	11.9	12.1
	F.	—	—	—	—	1	5	4	4	1	3	—	—	18			
7	M.	—	—	—	—	—	—	3	5	6	—	1	—	15	29	12.8	8.3
	F.	—	—	—	—	—	—	4	5	3	1	—	1	14			
8	M.	—	—	—	—	—	—	—	2	4	1	—	—	7	20	13.5	5.8
	F.	—	—	—	—	—	—	—	2	7	3	1	—	13			
9	M.	—	—	—	—	—	—	—	—	3	—	2	—	5	10	15.0	2.9
	F.	—	—	—	—	—	—	—	—	2	2	1	—	5			
10	M.	—	—	—	—	—	—	—	—	—	—	—	—	—	1	14.0	0.3
	F.	—	—	—	—	—	—	—	—	—	1	—	—	1			
Total by age	M.	18	20	22	17	15	23	22	20	22	4	4	—	187	.	.	.
	F.	13	10	14	23	12	26	15	17	17	11	2	1	161	.	.	.
M. & F.		31	30	36	40	27	49	37	37	39	15	6	1	.	348	.	.
Percentage by age		8.9	8.6	10.4	11.5	7.8	14.1	10.6	10.6	11.2	4.3	1.7	0.3	.	.	.	.

Source. Falkland Islands. *Annual Report on Education, 1951*. Stanley, 1952.2. PUBLIC EXPENDITURE ON EDUCATION, 1950
(in pounds)

Source of revenue	Total
Total	9 590
From Colonial Revenue	7 537
From Special Development Imperial Funds	2 053

Source. Falkland Islands. *Annual Report on Education, 1951*. Stanley, 1952.

Note. Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

3. SUMMARY OF SCHOOL STATISTICS
AS AT 30 SEPTEMBER 1951

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Government				213	95
Secondary					
General Government Senior and continuation classes	8	21	10	135	61

Source. Falkland Islands. *Annual Report on Education, 1951*. Stanley, 1952.

1. Including 12 (7 female) untrained teachers.

ST. HELENA

Total population (1951 midyear estimate): 4,700.
 Total area: 210 square kilometres; 81 square miles.
 Population density: 22 per square kilometre; 58 per square mile.
 Population, within compulsory school age limits (1949): 1,242.
 Total enrolment in primary schools (1949): 1,186.
 Enrolment of girls as percentage of total: 51 per cent in primary schools.
 Pupil-teacher ratio (1949): 26.
 Illiteracy rate (1948 estimate, age level not stated): 1 per cent.

St. Helena is an island $10\frac{1}{2}$ miles long and $6\frac{1}{2}$ miles wide in the South Atlantic Ocean. The colony is administered by a Governor aided by an executive and an advisory council, the latter being composed of non-official members. The Governor alone makes ordinances, as there is no legislative body.

THE SCHOOL SYSTEM

Education is regulated by Education Ordinance No. 10 of 1941, which makes schooling free and compulsory between the ages of 5 and 15 years.

All schools are administered and financed by the government; an education officer exercises departmental control over the school system and conducts teacher-training classes. Finances for education are derived mainly from colonial revenue.

Primary schools provide the 10-year course required for compulsory education. Infant-junior schools take pupils from 5 to 11 (six-year course) and senior schools for the following four years. The secondary school admits selected pupils from the 11-12 age group, and provides a six-year course up to London matriculation standard. Most of the pupils, however, leave on reaching the statutory school-leaving age.

While no separate establishments exist for vocational training, the senior primary curriculum provides woodwork for boys, lacemaking and embroidery for girls. Domestic science classes are also organized.

Teachers are recruited through the pupil-teacher system: selected students completing the senior primary course are

Total revenue (1949): 58,475 pounds (estimated expenditure: 94,010 pounds).

Public expenditure on education (1949): 7,224 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in March 1953.

engaged as pupil-teachers and attend teacher-training classes run by the education officer. Those reaching a satisfactory standard in theoretical and practical work are awarded a certificate for teaching. However, the emigration of young people to seek work abroad (in Britain or South Africa) leads to considerable losses of teaching personnel, and the supply of teachers remains one of the colony's main educational problems.

REFERENCE

GREAT BRITAIN. COLONIAL OFFICE. *Report on St. Helena for the year 1949*. London, HMSO, 1950. 43 p.

SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Insti- tutions	Teachers		Pupils
		Total	F.	
Primary				
Government schools	11	56	...	1 256
Secondary				
General Government school	1	3	...	57

Source. Great Britain. Colonial Office, London.

ADEN

Total population (1951 midyear estimate):

Colony: 100,000.

Protectorate: 650,000 (Western Protectorate, estimated 350,000; Eastern Protectorate, estimated 300,000).

Total area:

Colony: 207 square kilometres; 80 square miles.

Western Protectorate: 116,546 square kilometres; 45,000 square miles.

Eastern Protectorate: 155,394 square kilometres; 60,000 square miles.

Population density:

Colony: 483 per square kilometre; 1,250 per square mile.

Western Protectorate: 3 per square kilometre; 8 per square mile.

Eastern Protectorate: 2 per square kilometre; 5 per square mile.

The Colony of Aden comprises a small area formed by a high rocky peninsula and a local isthmus on the southern coast of Arabia; the island of Perim, situated in the Straits of Bab-el-Mandeb, forms part of the colony. To the north-east of the colony lie the two Protectorates, Western and Eastern, the latter including the Hadhramaut, which stretch along the seaboard to the border of the Sultanate of Muscat. The area consists of a number of small Arab states, some of which are based on tribal units, whose sultans and chiefs are advised by British political officers.

In the account that follows, educational provisions for the colony and protectorates are treated separately.

ADEN COLONY: LEGAL BASIS AND ADMINISTRATION

The Aden Education Ordinance 1952 (No. 23 of 1952) provides for the statutory control of education, sets up school committees for government and aided schools, and requires all aided and private schools to be registered. The Governor-in-Council is empowered to make rules and the Director of Education to make regulations on matters detailed in the ordinance.

In 1948 a five-year plan for the development of education was introduced; its main aims are the extension of schooling at all levels and the provision of teacher-training facilities.

The Department of Education is headed by a director. The staff consists of education officers with supervisory functions and the principals of the main government schools. A Protectorate Education Officer works within the protectorates under the control of the Director of Education. Schools fall administratively into three groups: those maintained directly by the government; aided schools run by committees, mission bodies or individuals; and unrecognized schools which include private indigenous

Total school enrolment:

Colony: 7,031 (as at 1 May 1953).

Western Protectorate: 1,832 (as at 1 May 1953).

Eastern Protectorate: 2,657 (for 1949/50).

Total government revenue (1952/53 estimate):

Colony: 1,513,389 pounds.

Western Protectorate { 14,725 pounds.

Eastern Protectorate {

Public expenditure on education (1952/53 estimate):

Colony: 126,892 pounds.

Western Protectorate: 8,753 pounds.

Eastern Protectorate: 5,488 pounds.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in April 1953.

schools and those of a religious character, such as *kuttabs* and *torahs*.

Education is financed from general revenue. The government grant to aided schools amounts to 50 per cent of the salaries of unqualified teachers, 80 per cent of the salaries of qualified teachers and capital grants for building up to 50 per cent of approved expenditure.

ORGANIZATION

A 4-3-4 plan is followed. The primary school course lasts four years. Government schools use the medium of English and Arabic, while aided schools teach through the medium of English, Gujarati, Hebrew or Urdu, according to the community served. Despite this variety, syllabuses are now being put into common use with modifications where necessary. Handwork and physical training are introduced wherever possible.

The lower secondary course of three years is given in Arabic in government schools, with English introduced as a subject, although English is the main language in Aden College and the Technical College. By degrees this course is being converted into an intermediate one, and the curriculum reflects practical subjects such as home economics for girls.

At the upper secondary level an attempt is made to provide for two streams—technical and general. The recently founded Aden College offers the full secondary course up to the standard of the Cambridge Overseas School Certificate examination and a further two years' course in arts and science for students intending to go to universities abroad. Parallel with this latter course is the teacher-training section with a one-year course. This college has boarding facilities for boys from the protectorates.

rates. The Government Technical College also provides a four-year course, with specialization in carpentry, cabinet-making, engineer fitting and motor mechanics. Approximately two-thirds of the timetable is devoted to technical subjects and practical training. Both these higher secondary institutions teach in English.

Students completing the full secondary course may pursue their studies abroad, in the United Kingdom, the Sudan or India, and a number of government scholarships are awarded for this purpose.

Teacher-training courses of one or two years' duration are organized as an adjunct to the upper secondary school for boys and the intermediate school for girls. Vacation courses are held annually for teachers in service in the colony and the Western Protectorate.

Evening classes of a general and practical nature take place in school buildings for young people and adults who have had no previous schooling.

Trends and Problems

The education of women and girls is notably developing in this Moslem territory. Schools for girls are becoming increasingly popular in the colony, and protectorate women teachers are being trained in both Aden and the Sudan.

There is a growing interest in English, and English classes are held for Moslem women.

ADEN PROTECTORATES : ADMINISTRATION

The provision and development of education are the concern of the several states, some of which now have a state education department. The Protectorate Education Officer assists the several states in an advisory capacity. The Aden Colony Education Department provides certain specialized services for education in the Western Protectorate—such as testing prospective teachers, arranging vacation courses and advising on curricula. The boarding establishment of Aden College will give the opportunity for secondary education to qualified boys from both protectorates.

Finance for education is provided by the states. Expenditure over and above what the local treasuries can afford is carried by the U.K. Government; the salary of the Protectorate Education Officer and scholarship grants are recurring items; and under the Colonial Development and Welfare Scheme capital grants are made towards building costs.

ORGANIZATION

The school systems of the states are still taking shape. Koranic schools are widespread, and many receive state aid with the object of making them serve as village primary schools. Complete primary schools run by the states exist in the main towns; and a start has been made with secondary education. On the whole, education follows the pattern of organization and the school syllabuses adopted in Aden Colony.

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1. ADEN COLONY: EXPENDITURE ON EDUCATION FOR THE SCHOOL YEAR 1949/50 (in pounds)

Item	Total	From Colonial Revenues Funds ¹	From Local Funds ²	Item	Total	From Colonial Revenue Funds ¹	From Local Funds ²
Total	78 001	63 477	14 524	Scholarships, overseas and regional	5 219	5 219	—
Administration, inspection, etc.	2 991	2 991	—	Board and lodgings	248	248	—
Primary schools	43 506	32 665	10 841	Capital or non-recurrent expenditure on buildings, furniture, equipment	4 888	4 725	163
Secondary schools	19 610	16 333	3 277	Other expenditure	243	—	243
Teacher training schools and courses	1 296	1 296	—				

Source. Aden. Education Department. *Report for the Period 1949-50*. Aden.

Note. Official exchange rate: 1 pound = 2.80 U.S. dollars.

1. Grants to government schools.
2. Grants to aided schools.

3. Including grants to aided schools for furniture.

2. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN GOVERNMENT AND GRANT-AIDED PRIMARY AND SECONDARY SCHOOLS IN ADEN COLONY, 31 JANUARY 1950

Class		Age																		Total by sex	Total by class	Median age	Per- centage by class
		6 —	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 +						
1	M.	63	236	292	80	33	15	18	30	13	9	—	—	—	—	—	—	789	{	1 148	7.3	24.4	
	F.	31	107	108	73	33	4	2	1	—	—	—	—	—	—	—	—	359					
2	M.	—	87	234	174	72	66	44	14	19	19	4	—	—	—	—	—	733	{	915	8.2	19.5	
	F.	—	25	57	48	37	11	4	—	—	—	—	—	—	—	—	—	182					
3	M.	—	12	44	191	163	98	50	35	10	16	10	—	—	—	—	—	629	{	829	9.4	17.6	
	F.	—	5	40	49	45	18	30	3	—	—	10	—	—	—	—	—	200					
4	M.	—	9	13	124	138	71	21	25	16	3	1	—	—	—	—	—	421	{	517	9.6	11.0	
	F.	—	5	8	15	14	21	6	1	8	8	10	—	—	—	—	—	96					
5	M.	—	—	5	14	5	2	1	1	—	—	—	—	—	—	—	—	28	{	124	11.1	2.6	
	F.	—	—	6	10	8	9	38	10	5	7	3	—	—	—	—	—	96					
6	M.	—	—	—	3	3	19	72	78	74	22	20	6	2	—	—	—	299	{	329	12.5	7.0	
	F.	—	—	—	10	3	4	10	2	—	—	1	—	—	—	—	—	30					
7	M.	—	—	—	—	1	4	7	8	23	58	31	22	20	3	—	—	177	{	217	14.6	4.6	
	F.	—	—	—	—	1	5	10	9	6	4	3	1	1	—	—	—	40					
8	M.	—	—	—	—	—	5	—	14	12	24	31	38	51	36	9	—	220	{	240	16.6	5.1	
	F.	—	—	—	—	—	—	1	6	3	1	1	1	4	3	—	—	20					
9	M.	—	—	—	—	—	—	—	—	—	—	44	20	54	12	8	—	138	{	154	17.0	3.3	
	F.	—	—	—	—	—	—	—	3	3	2	—	3	2	2	1	—	16					
10	M.	—	—	—	—	—	—	1	2	4	6	7	12	32	31	13	1	109	{	126	17.7	2.7	
	F.	—	—	—	—	—	—	—	—	—	2	—	6	1	5	2	1	17					
11	M.	—	—	—	—	—	—	—	2	2	4	10	13	20	17	4	—	72	{	82	17.0	1.7	
	F.	—	—	—	—	—	—	—	—	1	4	1	3	—	1	—	—	10					
12	M.	—	—	—	—	—	—	—	—	1	1	1	3	4	2	—	7	19	{	22	17.8	0.5	
	F.	—	—	—	—	—	—	—	—	—	1	—	—	1	—	1	—	3					
Total by age	M.	63	344	588	586	415	280	214	209	174	162	159	114	183	101	34	8	3 634	{	4 703	.	.	.
	F.	31	142	219	205	141	72	101	35	26	29	29	14	9	11	4	1	1 069					
M. & F.		94	486	807	791	556	352	315	244	200	191	188	128	192	112	38	9	.					
Percentage by age		2.0	10.3	17.2	16.8	11.8	7.5	6.7	5.2	4.2	4.1	4.0	2.7	4.1	2.4	0.8	0.2	

Source. Aden. Education Department. *Report for the Period 1949-50. Aden.*

3. ADEN, WESTERN PROTECTORATE: EXPENDITURE ON EDUCATION FOR THE SCHOOL YEAR 1949/50 (in pounds)

Item	Total	Adminis- tration, inspection, etc.	Primary schools	Teacher- training courses	Scholarships	Board and lodgings	Maintenance of school buildings, furniture, etc.
Total	9 772	...	...	...	...	...	...
H.M. Government funds	5 331	1 026	2 922	66	216	971	130
Locally raised funds	3 393	30	1 900	—	—	—	1 463
Special Colonial Development funds	828	...	...	...	...	...	...
Funds of government departments other than Education	220	—	—	—	220	—	—

Source. Aden. Education Department. *Report for the Period 1949-50. Aden.*

Note. Two states, Abdali State and Audhali State, are not included in these figures of expenditure. The Abdal annual expenditure on education was given as £5,850 at the beginning of 1949. In the case of Audhali, apart from capital expenditure, estimated at between £2,500 and £3,000, on a primary school being built by the Sultan, expenditure on education is small.

Official exchange rate: 1 pound = 2.80 U.S. dollars.

4. SUMMARY OF SCHOOL STATISTICS AS AT 31 JANUARY 1950

Level of education and type of school	Institutions	Teachers ¹		Pupils	
		Total	F.	Total	F.
COLONY					
Primary					
Government schools	9	71	20	1 756	485
Government-aided schools	12	56	17	1 775	448
Private schools	10	27	3	990	364
Secondary					
General					
Government schools	1	22	1	478	44
Government-aided lower secondary sections	6	35	9	667	81
Private, lower secondary sections	2	2	—	76	—
Teacher training					
Government training centre	1	" ...	" ...	24	11
WESTERN PROTECTORATE ³					
Primary					
Government-aided	29	...	...	4 1 223	30
Private schools ⁴	1	...	...	38	—

Source. Aden. Education Department. *Report for the Period 1949-50*. Aden.

1. Out of the total number of teachers 58 were trained and 155 untrained.
2. Teachers included under general secondary, government schools.

3. Data incomplete.
4. Including 47 male pupils in teacher-training courses.
5. The Aden Protectorate College for the Sons of Chiefs.

FEDERATION OF MALAYA

Total population (1951 midyear estimate): 5,337,000.
 Total area: 131,049 square kilometres; 50,600 square miles.
 Population density: 41 per square kilometre; 105 per square mile.
 Total enrolment: 616,151 in all primary schools.
 Enrolment of girls as percentage of total: 34 per cent.
 Pupil-teacher ratio: 33 in primary schools.
 Illiteracy rate (1947 census, 15 years of age and over, excluding European population): 62 per cent.

The Federation of Malaya consists of two settlements, Penang and Malacca, and nine states, Perak, Selang, Negri Sembilan, Pahang (these four formerly known as the Federated Malay States), and Johore, Kedah, Trengganu, Kelantan, Perlis. The Federation was formed in 1948; while the states and settlements retain wide responsibilities, including executive control over primary, secondary and trade school education, the federal government deals with all matters of common interest, such as defence, finance, etc. The federal legislature meets at Kuala Lumpur; a part of the members are elected and

Public expenditure on education (1951): 81,295,927 Malayan dollars.

Official exchange rate: 1 Malayan dollar = 0.327 U.S. dollar.

Based on official published sources, prepared in June 1953.

part nominated by the High Commissioner. The population of Malaya comprises varied ethnic groups with a corresponding effect on the school system; but a growing trend towards a common citizenship and uniform system of education may be observed.

LEGAL BASIS

Each of the state and settlement governments controls its primary, secondary and trade schools by enactments and

ordinances. Under the 1948 constitution, the federal legislature has power to make laws with respect to 'primary, secondary and trade school education to the extent of ensuring a common policy and a common system of administration; higher education; technical education and training of teachers; federal educational institutions; the Malay Textbooks Bureau'. The federal legislature has passed a number of ordinances on these subjects and has drawn up a development plan dealing with social services, including education, for the years 1950-55.

The most comprehensive enactment is the 1952 Education Ordinance, which outlines policy for the country as a whole, provides machinery for the administration of education and lays down a reformed statutory school system. By this ordinance education becomes free and compulsory between the ages of 6 and 12, with equal opportunities for boys and girls.

ADMINISTRATION

By the 1952 ordinance a member of the Legislative Council is to be appointed as the Member for Education, taking general responsibility for education in the Federation. A Federal Department of Education, under a director, controls the institutions maintained by federal government, advises the federal government on matters of common policy and deals with the technical problems that arise at this level. Officers of the headquarters department visit schools throughout the Federation, organize specialist and refresher courses for groups of teachers and conduct teacher-training and other examinations.

The administration of schools varies with the different types of school, but a broad distinction may be drawn between government schools and those maintained by voluntary agencies. The latter receive grants-in-aid from the governments subject to certain conditions. The registration of schools and teachers is now a uniform procedure throughout the Federation. School premises have to be passed as satisfactory by a public health officer; and teachers are eligible for registration when they are suitably qualified.

Finance

Expenditure on education is incurred by the nine states and two settlements as well as by the federal government. Funds for this expenditure are made available from general revenue, mainly under the estimates of the Education Department but also under the headings of public works, cost of living allowance and so on. While the finance table for the Federation takes these factors into account, it does not show the proportion of public expenditure devoted to grants-in-aid to voluntary agencies.

There are two other sources of revenue for education. A certain sum is available under Colonial Development and Welfare Funds for capital outlay on buildings. In addition, voluntary agencies and local bodies use community resources—by charging fees, raising an education rate, receiving donations—and these make a distinct contribution to the total sum available for education.

Government assistance is given to 'conforming' and to 'special agreement' schools—those maintained by voluntary agencies which comply with the regulations and reach the standards laid down by the Department of Education. This aid may take the form of a capitation grant or a grant towards the payment of teachers' salaries. Further assistance is possible for capital outlay.

Buildings

As would be expected under a decentralized system of education, the authorities maintaining a school—federal or state government or voluntary agency—are responsible for the upkeep of buildings. The government helps voluntary bodies to construct new buildings by the grant-in-aid system. With greatly increased enrolments since the war and considerable destruction to property during the war, the problem of adequate school building is acute.

ORGANIZATION

Primary Education

The 1952 Education Ordinance provides for two types of

GLOSSARY

agricultural course: vocational training school of agriculture for Malays.
Chinese primary school: primary school with Chinese as medium of instruction.
English primary school: primary school with English as medium of instruction.
government training college: teacher-training school for Malays.
Indian primary school: primary school with an Indian language as medium of instruction.
junior technical school: vocational secondary school for Malays.
Malay primary school: primary school with Malay as medium of instruction.
middle school: general secondary school

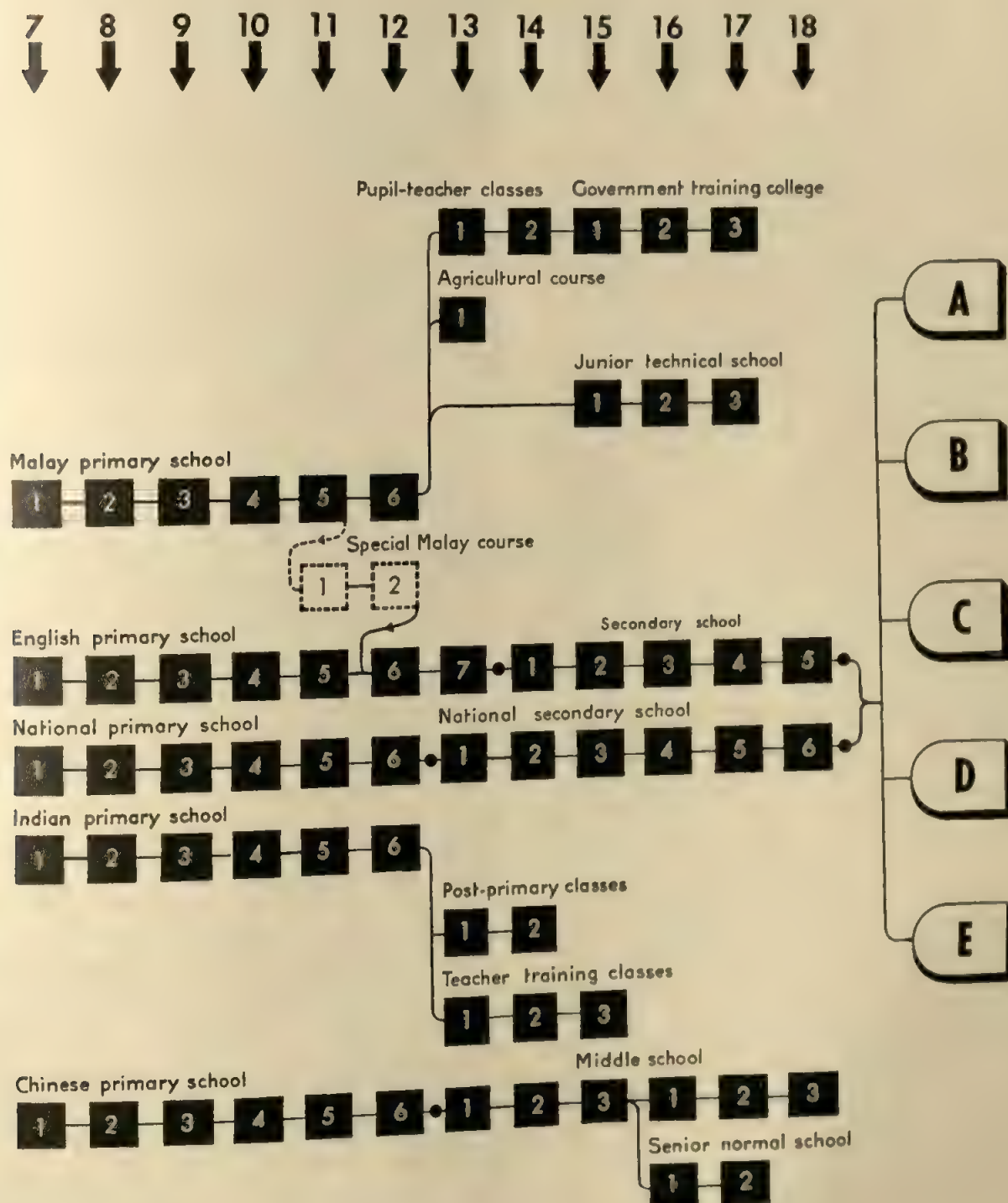
in two cycles (junior and senior) for Chinese pupils.
national primary school: new type of primary school with either English or Malay as medium of instruction.
national secondary school: new type of secondary school complementary to national primary school.
post-primary classes: lower general secondary classes attached to Indian primary school.
pupil-teacher classes: part-time teacher-training classes combined with practice teaching under direction of headmaster (Malay primary schools only).
secondary school: general secondary school with English as medium of instruction.

senior normal school: teacher-training school for Chinese students.
special Malay course: transition course enabling Malay-speaking pupils to transfer from Malay to English primary school.
teacher-training classes: teacher-training classes attached to Indian primary schools.

HIGHER EDUCATION

A. University of Malaya.
 B. Technical college.
 C. College of agriculture.
 D. Teacher-training college.
 E. Commercial college.

DIAGRAM



'national primary schools', one conducted in English with Malay as a compulsory subject, the other in Malay with English as a compulsory subject. Chinese and Tamil will be offered as subjects where not less than 15 pupils desire such instruction. When necessary, the government will finance transportation and provide hostel accommodation, clothing and free meals for the pupils. These schools will gradually replace the four types of school that exist at present, the English, Malay, Chinese and Indian.

The present English schools enrol pupils from all sections of the Malayan community; the usual type is a comprehensive school with primary and secondary departments, but separate primary schools are found, at times with secondary 'tops' or an established link to a secondary school. The primary school comprises seven classes; the English medium is used with special emphasis on direct method language teaching in the earliest classes because most pupils enter the schools without any English. The curriculum resembles that prevailing in schools in the United Kingdom, duly adapted to the Malayan environment, and there is a marked tendency to use freer and less formal methods of teaching.

The Malay school course lasts six years, though not all schools have the full range. The medium is Malay with English introduced as a subject from the third standard. As the majority of the schools are rural, the curriculum has a bias towards practical subjects such as handwork, fishing, and feminine crafts. A certain articulation is maintained with English schools which run a two-year intensive course for selected pupils (often scholarship holders) from Malay schools and then absorb them into the usual classes. While the courses enable pupils to acquire a full secondary education, there are other alternatives for school leavers—the junior technical or trade school and the teacher-training classes. Annual and final examinations are set by the local Department of Education.

The Chinese primary schools provide a six-year course in two stages—4 + 2. The medium of instruction is Mandarin. English is introduced as a subject in the third year, and school leavers are eligible to enter English secondary schools, though few as yet do so. Annual examinations are set by the schools; in an attempt to secure uniformity the Department of Education prepares final, sixth year, papers which schools are encouraged to use.

Indian primary schools are largely maintained or aided by the government. The course lasts six years—in a few cases, seven. Wastage is higher than in other systems of school, partly because in the rural areas parents withdraw their children to put them to gainful or household work. At the same time, it is to be noted that the Indian community makes relatively greater use of the English schools than any other non-English-speaking domiciled group. The medium of instruction in Indian schools is usually Tamil and the curriculum contains the usual subjects. Final examinations for the senior classes are conducted by education departments.

Secondary Education

Two of the systems described above are projected into the post-primary stage—the English and the Chinese schools. In both cases a consolidated primary-secondary school

is the usual type, though a few secondary schools exist. Fees are charged in all secondary classes.

The English secondary courses comprise four classes, with occasionally a fifth pre-university year added. The curriculum approximates to that of a British grammar school, with rather more time given to English, and the vernacular languages are substituted for French and German. The most notable development has been in the teaching of general science. At the conclusion of the course, students take the School Certificate examination of the Cambridge University Syndicate.

The Chinese secondary course, like its prototype in China, is termed middle school and divided into two sections, 3 + 3. An alternative to the senior middle school is offered by some schools—the senior course of two years for teacher training. The middle school curriculum continues the core subjects of the Chinese language, mathematics, history, geography and hygiene. English is taught as a subject. A public examination is held at the end of the junior middle course; that terminating the senior course is set by the schools concerned.

Vocational Education

The government junior technical (trade) schools resemble similarly styled institutions in the United Kingdom. Three-year courses are given in mechanical and electrical trades, carpentry and building, and cabinet-making; qualifications for entrance vary with the courses, but in general they are at a post-primary level, the students recruited being at least 15 and at most 17 years of age. Government commercial day schools are smaller institutions, offering a one or two-year course to students who have completed secondary school.

A considerable amount of technical training is carried out by government departments other than Education, in an effort to secure adequate staff. In particular, the Malayan Railway runs two schools and a series of evening classes for trade apprentices.

Higher Education

There are three post-secondary institutions: the University of Malaya, the College of Agriculture and the Technical College. The university was established in 1949 to serve both the Federation of Malaya and the colony of Singapore; it contains faculties of arts, science and medicine. The College of Agriculture is maintained by the Department of Agriculture; it provides a three-year diploma course and a series of shorter courses. The Technical College at Kuala Lumpur is a federal institution under the Department of Education; it gives a three-year course specialized for civil, electrical and mechanical engineering, telecommunications and surveying. Many of the students are sent to the college by government technical departments.

In addition to these resources, many students from the Federation pursue their higher education abroad, often on scholarships.

Teacher Education

By the 1952 Education Ordinance, the government assumes responsibility for the training of teachers for Malayan

schools and colleges. The extension of national primary schools creates a need for a standard type of training college serving all groups in the community, and plans to this effect are being made. A first step was taken in 1952 with the opening of a training college in Liverpool, England; 149 students (of whom 65 were women) were enrolled, representing all linguistic and religious groups in the Federation. The expense of the scheme is borne by the Malayan Government, and the course lasts for two years.

Hitherto the different school systems have had varying arrangements for training their teachers, and these are likely to continue for some time before the new policy takes effect.

Teachers for English schools are trained in two ways: through the University of Malaya, where graduates take a one-year normal course; and through teacher-training classes, a centre giving a three-year course to selected secondary school leavers. These centres work closely with the schools (government or aided) which nominate students and at which the students do their practical work throughout the week. A parallel scheme of correspondence tuition is provided for remote rural schools. Other courses in practical training and in science for women teachers have recently been organized. Vernacular school teachers wishing to specialize in the teaching of English may take advantage of a probation scheme; they are attached for two years to schools where the direct method is used and receive an appropriate salary during this time.

The Malay school system is served by the Federation's two training colleges. Students are drawn from Malay primary schools by qualifying examination; the course of three years provides both general education and professional training. In addition, a series of teacher-training classes on similar lines to those in the English system are organized throughout the Federation. Finally the acute shortage of Malay teachers has led to the introduction of pupil-teacher classes, where the primary school leaver stays on at his school to teach under the supervision of the headmaster.

For Chinese schools there are two arrangements sponsored by the government: teacher-training classes, of three years' duration, and the senior normal course conducted

within middle schools. Final examinations are set by the Department of Education. Indian teachers are trained by the training class system, which now extends over three years as with other groups.

A common feature in Malayan education is the provision of in-service training by means of intensive short courses.

ADULT EDUCATION

As a result of a growing demand for adult education facilities, the Adult Education Association, Federation of Malaya, was inaugurated on 1 July 1951. Its task is to co-ordinate the efforts of member associations formed or to be formed in the states and settlements.

Evening classes for adults have been organized in all states and settlements by various government departments, including Education, and by private agencies. Much of this work is of a remedial nature giving vocational or general education to those who have been unable to attend full-time institutions. Fundamental education programmes are developing through the combined efforts of several government departments, notably Public Relations (which publishes a journal and vernacular pamphlets) and Social Welfare.

TRENDS AND PROBLEMS

The Malayan system of education has been subjected to detailed study over the past six years in an attempt to arrive at a satisfactory policy for the future. The 1952 Education Ordinance has certain clear objectives: to foster the growth of individuals towards the best in knowledge, skill and character which they have in them to attain; to encourage and enable each community to occupy its rightful place in relation to other communal groups in the mixed society of Malaya; and to assist the formation of a unified citizen body, that is a Malayan nation, composed of all such groups.

To implement this policy, compulsory education and the national school have been introduced.

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1. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN ALL GOVERNMENT AND GOVERNMENT-AIDED SCHOOLS (ENGLISH, MALAY, CHINESE AND INDIAN) AS AT 30 SEPTEMBER 1951

Class		Age									
		6 —	6	7	8	9	10	11	12	13	14
1 ¹	M.	3 498	20 551	26 003	19 688	11 647	7 706	4 048	2 105	777	275
	F.	2 664	13 917	16 991	11 348	6 671	4 105	2 209	1 150	462	142
2	M.	40	1 725	10 239	17 241	16 189	12 836	8 870	5 261	2 314	901
	F.	28	955	6 834	10 979	9 212	6 468	4 267	2 442	1 049	396
3	M.	1	69	990	6 268	13 053	15 213	13 151	9 560	5 512	2 801
	F.	—	23	560	3 982	8 066	8 788	6 530	4 148	2 012	868
4	M.	—	1	38	574	3 816	9 565	12 091	11 457	8 391	4 819
	F.	—	—	14	334	2 325	5 425	6 081	5 084	3 241	1 515
5	M.	—	—	—	25	427	2 671	6 583	8 487	7 863	6 299
	F.	—	—	2	19	261	1 439	3 169	4 164	3 497	2 261
6	M.	—	—	—	3	74	494	1 757	3 776	4 548	4 761
	F.	—	—	—	3	35	249	886	1 690	2 108	2 141
7	M.	—	—	—	—	—	4	129	589	1 287	1 797
	F.	—	—	—	—	—	5	56	279	661	999
8	M.	—	—	—	—	—	—	8	81	322	732
	F.	—	—	—	—	—	—	—	42	147	390
9	M.	—	—	—	—	—	—	—	6	51	184
	F.	—	—	—	—	—	—	—	1	7	65
10	M.	—	—	—	—	—	—	—	—	2	17
	F.	—	—	—	—	—	—	—	—	—	5
11	M.	—	—	—	—	—	—	—	—	2	5
	F.	—	—	—	—	—	—	—	—	—	—
12	M.	—	—	—	—	—	—	—	—	—	—
	F.	—	—	—	—	—	—	—	—	—	—
Total by age	M.	3 539	22 346	37 270	43 799	45 206	48 489	46 637	41 322	30 869	22 591
	F.	2 692	14 895	24 401	26 665	26 570	26 479	23 198	19 000	13 184	8 782
M. & F.		6 231	37 241	61 671	70 464	71 776	74 968	69 835	60 322	44 053	31 373
Percentage by age		1.1	6.4	10.7	12.2	12.4	12.9	12.1	10.4	7.6	5.4

Source. Malaya. Department of Education. *Annual Report for 1951*. Kuala Lumpur, 1952.

1. Included under first year of school course are 1,942 boys and 1,240 girls in kindergarten classes.

Age						Total by sex	Total by class	Median age	Class percentage	Class	
15	16	17	18	19	20 +						
69	22	4	—	—	—	96 393 {	156 128	8.8 {	27.0	M.	1
59	12	5	—	—	—	59 735 {		7.8 {		F.	
335	80	9	7	—	—	76 047 {	118 951	9.5 {	20.5	M.	2
179	65	17	6	3	4	42 904 {		9.3 {		F.	
983	285	53	8	3	—	67 950 {	103 389	10.9 {	17.9	M.	3
315	93	38	9	3	4	35 439 {		10.6 {		F.	
2 398	798	176	34	8	2	54 168 {	78 996	12.1 {	13.6	M.	4
558	175	51	17	6	2	24 828 {		11.7 {		F.	
4 105	1 811	503	159	30	—	38 963 {	55 771	13.2 {	9.6	M.	5
1 206	598	149	35	5	3	16 808 {		12.8 {		F.	
4 216	2 916	941	236	66	5	23 593 {	33 987	14.2 {	5.9	M.	6
1 715	1 113	308	123	21	2	10 394 {		14.1 {		F.	
1 849	1 442	723	263	84	27	8 194 {	12 469	15.1 {	2.2	M.	7
976	707	396	148	37	11	4 275 {		15.1 {		F.	
1 220	1 266	867	486	188	80	5 250 {	7 937	16.2 {	1.4	M.	8
613	639	483	261	91	21	2 687 {		16.2 {		F.	
462	759	908	676	378	173	3 597 {	5 175	17.3 {	0.9	M.	9
191	370	385	327	159	73	1 578 {		17.4 {		F.	
57	241	488	641	550	430	2 426 {	3 384	18.6 {	0.6	M.	10
26	118	208	254	203	144	958 {		18.5 {		F.	
18	60	155	343	514	749	1 846 {	2 467	19.7 {	0.4	M.	11
7	20	57	136	189	212	621 {		19.5 {		F.	
1	4	16	18	35	132	206 {	246	. {	0.0	M.	12
1	1	3	7	4	24	40 {		. {		F.	
15 713	9 684	4 843	2 871	1 856	1 598	378 633	.	.	.	M.	Total by age
5 846	3 911	2 100	1 323	721	500	200 267	.	.	.	F.	
21 559	13 595	6 943	4 194	2 577	2 098	.	578 900	.	.	M. & F.	
3.7	2.3	1.2	0.7	0.4	0.4	.	.	.	.	Percentage by age	

2. SUMMARY OF SCHOOL STATISTICS AS AT 30 SEPTEMBER 1951

Level of education and type of school	Insti- tutions	Teachers		Students enrolled		Level of education and type of school	Insti- tutions	Teachers		Students enrolled	
		Total	F.	Total	F.			Total	F.	Total	F.
ENGLISH SCHOOLS						Secondary					
Primary						General secondary schools ^a	6	¹⁰ 40	12	⁹ 81	25
Government schools	54	¹ 815	232	27 778	4 919	Teacher-training schools				⁴ 836	1 284
Government-aided schools	58	^a 1 039	647	36 467	20 641	Vocational schools				¹¹ 257	257
Other institutions	125	^a 691	344	27 979	6 618	CHINESE SCHOOLS					
Secondary						Primary					
General secondary schools	4 135	^a 1 101	324	18 558	4 946	Government schools	2	¹³ 20	10	638	309
Teacher-training centres				1 037	461	Government-aided schools	732	¹⁰ 4 907	1 855	168 744	49 691
Vocational schools				6 967	1 998	Other institutions	434	¹⁴ 613	168	30 032	10 992
Higher						Secondary					
Technical College	1	16	—	220	—	General secondary schools	¹⁵ 38	¹² 409	74	6 562	2 021
College of Agriculture	1	...	...	^a 50	—	Teacher-training centres				¹⁷ 1 157	538
MALAY SCHOOLS						INDIAN SCHOOLS					
Primary						Primary					
Government schools	1 492	^a 8 712	1 729	263 009	95 860	Government schools	31	¹⁶ 147	35	4 217	1 923
Government-aided schools	240	⁷ 588	54	22 848	7 865	Government-aided schools	804	¹⁹ 1 232	152	32 167	12 228
Other institutions	40	^a 77	4	1 556	477	Other institutions	26	²⁰ 81	5	716	274
Secondary						Secondary					
General secondary schools	21 4	...	...	²² 294	66	General secondary schools	²¹ 4	...	...	²³ 294	66
Teacher-training centres				423	78	Teacher-training centres				423	78

Source. Malaya. Department of Education. *Annual Report for 1951*. Kuala Lumpur, 1952.

1. Of whom 337 (99 female) untrained teachers.
2. Of whom 433 (266 female) untrained teachers.
3. Of whom 634 (313 female) untrained teachers.
4. Of this 126 have primary departments entered again under primary.
5. Of whom 253 (68 female) untrained teachers.
6. Of whom 4,898 (1,380 female) untrained teachers.
7. Of whom 493 (45 female) untrained teachers.
8. All untrained teachers.
9. Standard VII pupils in schools.
10. Of whom 5 untrained male teachers.
11. Girls studying domestic science.
12. Of whom 2 (1 female) untrained teachers.

13. Of whom 3,549 (1,143 female) untrained teachers.
14. Of whom 508 (119 female) untrained teachers.
15. Of this 35 have primary departments and are included in the number of primary schools.
16. Of whom 329 (54 female) untrained teachers.
17. Including 790 teachers in training not in institutions and 367 senior normal class students.
18. Of whom 25 (14 female) untrained teachers.
19. Of whom 804 (93 female) untrained teachers.
20. All untrained teachers.
21. All of these have primary departments.
22. Standard VII class pupils, 64 in institutions and 230 not in institutions.

3. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in Malayan dollars)

Source of revenue	Total	Administration, inspection, etc.	Primary schools	Secondary schools	Teacher training	Other vocational
Total	81 295 927	...	...	...	...	...
From Federation revenue	51 943 709	2 643 731	34 723 174	4 970 623	1 022 267	385 565
English schools	(21 928 160)	(986 551)	(10 070 264)	(4 392 777)	(403 797)	(359 244)
Malay schools	(23 001 708)	(937 446)	(18 682 903)	—	(414 653)	(21 129)
Indian schools	(2 927 067)	(154 470)	(2 598 308)	—	(37 178)	(2 363)
Chinese schools	(3 605 969)	(239 840)	(2 437 671)	(577 846)	(161 967)	(2 829)
Incapable of analysis	(480 805)	(318 877)	—	—	(2 056)	—
From funds granted by the Central Government	2 436 337	...	...	...	...	...
From Special Development Funds	543 719	...	...	...	...	...
Expenditure by departments other than the Education Department	¹ 18 921 932	...	...	...	...	...
Estimated expenditure by voluntary agencies	* 7 450 229	...	...	...	...	...

Source of revenue	Post-secondary education	Scholarships	Board and lodging	Maintenance of buildings	Capital non-recurrent expenditure	Other
Total	...	...	...	...	...	...
From Federation revenue	² 2 651 472	520 465	754 976	919 124	4 460 894	1 037 174
English schools	(² 2 651 472)	(407 979)	(419 139)	(340 993)	(1 493 148)	(402 796)
Malay schools	—	(31 224)	(335 836)	(511 558)	(1 562 343)	(504 616)
Indian schools	—	—	—	(43 981)	(37 762)	(53 005)
Chinese schools	—	—	—	(9 296)	(166 076)	(10 443)
Incapable of analysis	—	(81 262)	—	(13 295)	(1 201 565)	(65 314)
From funds granted by the Central Government	...	...	...	...	...	...
From Special Development Funds	...	...	...	...	...	...
Expenditure by departments other than the Education Department	...	...	...	...	...	...
Estimated expenditure by voluntary agencies	...	...	...	...	...	...

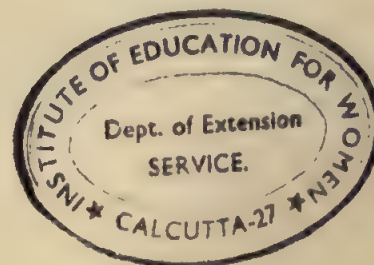
Source. Malaya. Department of Education. *Annual Report for 1951*. Kuala Lumpur, 1952.

Note. Expenditure on education under the Colombo Plan is not included in the above table as figures are not available.

Official exchange rate: 1 Malayan dollar = 0.327 U.S. dollar.

1. Includes 2,145,755 Malayan dollars expended on New Village Schools.

2. Includes 120,000 Malayan dollars from Colonial Development and Welfare Funds.



SINGAPORE

Total population (1952 midyear estimate): 1,077,155.

Total area (Singapore island): 581 square kilometres; 224.5 square miles.

Population density: 1,854 per square kilometre; 4,798 per square mile.

Total enrolment in primary classes as percentage of children aged 6-12: 70.7 per cent.

Until the constitutional changes which followed the last war, Singapore was part of the Straits Settlements (Singapore, Penang, Malacca and Labuan). In 1946 Singapore with its dependencies the Cocos and Christmas Islands became a separate Crown Colony. It is administered by a Governor assisted by a Legislative Council of elected and nominated members.

Because the educational history of Singapore is closely linked with that of the Malayan mainland, many features are still common to the two systems. The account below is therefore limited to items peculiar to Singapore, and the reader is referred to the previous entry for fuller details.

LEGAL BASIS

The government of the colony regulates education by means of ordinances. The Education Ordinance of 1948 lays down the main lines for administration and organization. In 1947 a 10-year programme was adopted for the introduction of universal free primary education in the colony by 1956.

ADMINISTRATION

The Department of Education is headed by a director, and comprises a number of officials responsible for the inspection and supervision of schools either on a language medium basis or for special subjects. While the same four types of school are found as in the Federation of Malaya (English,

Total revenue (1952 estimate): 200 million Malayan dollars.

Public expenditure on education (1952 provisional): 15,870,485 Malayan dollars (excluding capital costs).

Official exchange rate: 1 Malayan dollar = 0.327 U.S. dollar.

Revised by the Colonial Office, London, in June 1953.

Malay, Chinese and Indian), the policy of the 10-year programme is to develop regional schools (i.e. English, serving all communities) so as to provide a common system of education for the colony.

Schools may be public or private, and the latter qualify for grants-in-aid, provided they comply with the Registration of Schools Ordinance. The system of state aid is being progressively extended so as to make all primary education in registered schools (both vernacular and regional) free.

ORGANIZATION

The same features occur as in the Federation of Malaya.

At the level of higher education the colony and the Federation combine their resources. The University of Malaya has absorbed two institutions situated in Singapore—the College of Medicine and Raffles College—and, as an autonomous body, caters for students from all parts. The professional colleges in the Federation admit students from Singapore.

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1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Government schools	102	¹ 1 419	518	32 423	9 240
Government-aided schools	103	² 1 648	994	³ 60 571	24 121
Other institutions	285	⁴ 952	476	41 914	11 886
Secondary					
General secondary schools					
Technical and vocational schools	24	⁵ 514	172	20 599	5 794
				1 206	78
Higher					
Teacher-training centres	1	...	...	1 247	392
University of Malaya	1	...	...	837	159

Source. Singapore. Department of Education. *Annual Report, 1951*. Singapore, 1952.

Note. Figures refer to English, Chinese, Malay and Indian schools.

1. Of whom 1,001 (339 female) untrained teachers, including probationers in English and Malay schools.

2. Of whom 902 (456 female) untrained teachers, including probationers.

3. Including 101 male pupils in primary vocational training.

4. Of whom 693 (316 female) untrained teachers, including probationers.

5. Of whom 225 (58 female) untrained teachers.

2. EXPENDITURE ON EDUCATION, 1951 (in Malayan dollars)

Source of revenue	Total	Adminis- tration, inspection, etc.	Primary education	Secondary education			Higher education	Scholar- ships	Board and lodging	Mainte- nance	Capital expen- diture	Other expen- diture
				General	Vocational	Teacher training						
Total	22 103 263	905 735	12 689 756	2 548 469	270 034	258 511	24 004	330 729	82 163	270 883	4 198 609	524 370
Expenditure from Colonial revenue	8 775 241	499 547	4 719 813	835 595	111 203	72 697	8 535	184 710	—	8 301	2 326 114	8 726
Expenditure from local funds	7 569 199	35 886	5 259 222	1 008 065	69 155	131 174	15 469	3 456	—	—	818 347	228 425
Estimated expen- diture by Volun- tary Agencies	*5 758 823	*370 302	*2 710 721	*704 809	*89 676	*54 640	—	*142 563	*82 163	*262 582	*1 054 148	*287 219

Source. Singapore. Department of Education. *Annual Report, 1951*. Singapore, 1952.

Note. Official exchange rate: 1 Malayan dollar = 0.327 U.S. dollar.

3. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS IN ALL SCHOOLS MAINTAINED OR AIDED FROM COLONIAL REVENUE OR LOCAL PUBLIC FUNDS AS AT 15 OCTOBER 1951

Class		Age									
		6 —	6	7	8	9	10	11	12	13	14
1 ¹	M.	772	2 350	4 082	2 410	1 091	696	392	221	68	26
	F.	225	1 112	2 595	1 501	756	584	376	151	41	5
2 ²	M.	184	224	1 879	3 006	2 705	1 932	1 282	711	336	99
	F.	70	104	727	1 823	1 384	1 181	789	439	213	59
3	M.	—	4	137	899	2 029	2 392	1 946	1 521	940	470
	F.	—	3	74	478	1 169	1 279	1 132	823	475	181
4	M.	—	—	3	43	595	1 658	1 960	1 936	1 391	868
	F.	—	—	1	58	363	1 088	1 055	917	639	370
5	M.	—	—	—	5	59	546	1 364	1 645	1 485	1 179
	F.	—	—	—	10	61	366	868	974	798	575
6	M.	—	—	—	—	2	67	426	1 004	1 194	997
	F.	—	—	—	—	—	46	202	559	643	592
7	M.	—	—	—	—	—	3	59	232	618	749
	F.	—	—	—	—	—	1	43	135	289	413
8	M.	—	—	—	—	—	—	3	36	126	323
	F.	—	—	—	—	—	—	2	16	78	155
9	M.	—	—	—	—	—	—	—	—	13	70
	F.	—	—	—	—	—	—	—	—	7	27
10	M.	—	—	—	—	—	—	—	—	—	6
	F.	—	—	—	—	—	—	—	—	—	4
11	M.	—	—	—	—	—	—	—	—	1	1
	F.	—	—	—	—	—	—	—	—	—	1
12	M.	—	—	—	—	—	—	—	—	—	—
	F.	—	—	—	—	—	—	—	—	—	—
Total by age	M.	956	2 578	6 101	6 363	6 481	7 294	7 432	7 306	6 172	4 788
	F.	295	1 219	3 397	3 870	3 733	4 545	4 467	4 014	3 183	2 382
M. & F.		1 251	3 797	9 498	10 233	10 214	11 839	11 899	11 320	9 355	7 170
Percentage by age		1.2	3.7	9.2	9.9	9.8	11.4	11.5	10.9	9.0	6.9

Source. Singapore. Department of Education. *Annual Report, 1951*. Singapore, 1952.

Note. Figures refer to English, Chinese, Malay and Indian schools.

1. Includes 513 boys and 63 girls in kindergarten classes of aided Chinese schools.

2. Includes 286 boys and 65 girls in kindergarten classes of aided Chinese schools.

Age						Total by sex	Total by class	Median age	Class percentage	Class	
15	16	17	18	19	20 +						
7	1	—	—	—	—	12 116	19 465	7.7	18.8	M.	1 ¹
3	—	—	—	—	—	7 349		7.9		F.	
33	5	2	—	—	—	12 398	19 205	9.3	18.5	M.	2 ²
14	4	—	—	—	—	6 807		9.5		F.	
178	42	16	—	2	—	10 576	16 307	10.9	15.7	M.	3
84	23	7	2	—	1	5 731		10.9		F.	
469	139	31	1	—	—	9 094	13 867	12.1	13.4	M.	4
168	74	34	3	2	1	4 773		11.8		F.	
794	392	102	14	3	—	7 588	11 882	13.1	11.4	M.	5
350	190	79	17	5	1	4 294		12.9		F.	
939	535	195	20	5	—	5 384	8 382	14.0	8.1	M.	6
473	297	138	27	17	4	2 998		14.0		F.	
825	809	437	185	50	10	3 977	5 932	15.3	5.7	M.	7
444	331	198	60	30	11	1 955		15.2		F.	
434	512	443	291	94	30	2 292	3 402	16.4	3.3	M.	8
262	250	187	108	37	15	1 110		16.8		F.	
166	326	369	347	249	89	1 629	2 348	17.6	2.3	M.	9
72	132	213	131	92	45	719		17.6		F.	
21	134	249	309	271	165	1 155	1 529	18.5	1.5	M.	10
17	37	92	120	72	32	374		18.3		F.	
8	35	92	195	271	291	894	1 151	19.4	1.1	M.	11
4	12	34	60	72	74	257		19.2		F.	
—	2	6	17	41	135	201	247	.	0.2	M.	12
—	1	11	9	16	9	46		.		F.	
3 874	2 932	1 942	1 379	986	720	67 304	.	.	.	Total	M.
1 891	1 351	993	537	343	193	36 413	.	.	.	by	F.
										age	M. & F.
5 765	4 283	2 935	1 916	1 329	913	.	103 717	.	.	Percentage by age	
5.6	4.1	2.8	1.8	1.3	0.9	.	.	.	.

NORTH BORNEO

Total population (1951 midyear estimate): 334,000.
Total area: 76,000 square kilometres; 29,000 square miles.
Population density: 5 per square kilometre; 12 per square mile.
Population within school age limits: estimated 60,000 children of school-going age are without facilities for education.
Total enrolment in primary schools (as at 30 September 1951): 20,738.
Enrolment of girls as percentage of total: 29.5 per cent.
Pupil-teacher ratio: 31.

The Colony of North Borneo comprises the whole of the northern portion of the island of Borneo, and includes the island of Labuan.

The former State of British North Borneo and the Settlement of Labuan became the Colony of North Borneo in 1946, when a Governor and Commander-in-Chief was appointed. The Governor is assisted in his administration of the colony by an advisory council, which must be consulted on all important matters, especially the enactment of legislation.

LEGAL BASIS

The Education Ordinance of 1947, as amended by the Education (Amendment) Ordinance of 1950, defines the various types of school, makes provision for the establishment and constitution of an advisory committee for education and provides for the registration of teachers and the registration, inspection and control of schools.

ADMINISTRATION

The Department of Education, in common with other government departments, is under the general direction of the Chief Secretary, principal executive officer of the government. The department was established in 1946, when the first Director of Education was appointed. The director is assisted by a number of education officers, including one supervisor of Chinese schools, and the usual clerical staff.

Schools fall into four main categories: those maintained by the government; mission schools, some of which are aided; unaided Chinese schools; and private and estate schools. While the department exercises general supervision over all schools, it is financially concerned only with the first two groups. All non-government schools charge fees, and contributions are often made by local communities and individuals.

ORGANIZATION

The primary course lasts six years. The government schools, which are limited to this level, are free; practically

Total revenue (1951): 24,300,000 Malayan dollars.
Public expenditure on education (1951): 1,281,646 Malayan dollars.

Official exchange rate: 1 Malayan dollar = 0.327 U.S. dollar.

Revised by the Colonial Office, London, in May 1953.

all use Malay as the medium of instruction, with English taught as a subject in the fifth and sixth years. While the full six-year course is aimed at, the majority of rural establishments provide an incomplete four-year course. Mission schools tend to use English as the medium of teaching, though a certain number are of the Chinese or incomplete vernacular (i.e. Malay) type. The Chinese community organizes its schools through committees, and funds are raised by fees and subscriptions.

Secondary education is based on the English and Chinese models. The former type is provided by mission bodies, usually through secondary classes attached to primary schools. Pupils are prepared for the Cambridge School Certificate examinations, the full course lasting six years. In the Chinese system, a six-year course is provided by a separate institution—the middle school with a 3 + 3 plan.

Vocational education is given in a government trade school with parallel courses for carpentry and mechanics.

As no facilities for higher education exist within the territory, students are sent abroad for their studies.

Teacher Education

A teacher-training college has been started at Tuaram, which provides a full course of two years for 96 students (72 men and 24 women).

ADULT EDUCATION

Evening classes are arranged for adults in the larger towns, the subject of instruction being almost entirely English. Departmental instruction is given by government departments and the larger firms, and technical departments arrange practical and theoretical training for some of their employees.

SCHOOL WELFARE SERVICES

The local branch of the British Red Cross is inaugurating an experimental school health service. Much social work is undertaken by the missions, by Chinese associations and by associations organized by native chiefs. These bodies concern themselves with the provision of scholarships in necessitous cases and in helping schoolchildren generally.

TRENDS AND PROBLEMS

During the Japanese occupation there was the same educational relapse as in similar occupied territories, and in the devastation of war a large number of schools were destroyed. Since 1946 there has been a steady improvement and extension of educational facilities, despite the problems due to the war.

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SUMMARY OF SCHOOL STATISTICS 1951
AS AT 30 SEPTEMBER 1951

Level of education and type of school	Institutions	Pupils	
		Total	F.
Primary			
Government schools	70	4 020	590
Mission schools ¹	58	7 531	2 501
Chinese schools	79	8 887	3 034
Private schools	1 8	300	69
Secondary			
Mission secondary classes	.	485	93
Chinese junior middle	3	141	27
Vocational			
Trade school, government	1	24	—

Source. North Borneo. Education Department. *Annual Report for 1951*.

1. Includes 12 primary schools with secondary classes 1-4.
2. Majority Chinese.

BRUNEI

Total population (1951 midyear estimate): 46,000.
Total area: 6,000 square kilometres; 2,226 square miles.
Population density: 8 per square kilometre; 20 per square mile.
Total enrolment (1951, in primary schools): 4,706.
Enrolment of girls as percentage of total: 28 per cent.
Illiteracy rate, 10 years of age and over (1947 census): 74 per cent (excluding European population and all nomadic Punans reported as completely illiterate).

Brunei is a state on the north-west coast of Borneo, lying between latitudes 4° and 5° north and longitudes 114° and 115° east.

Brunei is a sultanate; supreme authority is vested in the Sultan-in-Council. The State Council, which meets regularly every month, consists of 12 members, including the British Resident, with the Sultan as president. The assent of the council is required for the enactment of legislation, and important questions of policy are referred to it. The general functions of administration are carried out by a British Resident under the supervision of the Governor of Sarawak as High Commissioner.

LEGAL BASIS

By the School Attendance Enactment all male Malayan

Public expenditure on education: 374,996 Malayan dollars.

Official exchange rate: 1 Malayan dollar = 0.327 U.S. dollar.

Revised by the Colonial Office, London, in March 1953.

children between the ages of 7 and 14 are required to attend Malay vernacular schools provided that there is a school within two miles of their homes. No fees are charged at these schools and books and writing materials are supplied free of charge to pupils whose parents are unable to pay for them.

The Registration of Schools Enactment 1939 requires all non-government schools and all teachers employed in them to be registered and provides for their inspection by government officers.

ADMINISTRATION

The head of the Education Department is the State Education Officer. He is assisted by a staff of inspectors, visiting teachers and group teachers.

The department administers all the Malay vernacular schools; a few of these were established by private enterprise, but the government is responsible for staff, equipment and supervision regardless of the origin.

Missionary bodies and the British Malayan Petroleum Company run English schools, i.e. with English as the medium of instruction. The mission schools are grant-aided.

There is a group of Chinese schools, maintained by local committees and grant-aided by the government.

The larger part of the cost of education is borne by the government on the education vote. Some building and maintenance of schools is undertaken by the Public Works Department, and the Colonial Development and Welfare Scheme has provided means for capital expenditure on education.

In non-government schools fees are charged and contributions are received from local communities or from commercial enterprises.

ORGANIZATION

All schools in Brunei are at the primary level. The course, as a rule, lasts for five or six years.

In Malay schools the vernacular is used; in addition to the usual curriculum, emphasis is placed on gardening, handicrafts and physical training. English and Chinese schools employ the medium indicated by their names; they tend to be urban schools and have a less practical bias than their Malay counterparts.

For secondary education, teacher training and higher education, Brunei has to rely on the facilities of neighbouring Sarawak and of the Federation of Malaya. Wherever possible, the Department of Education organizes short refresher courses for teachers in service.

In 1950, 18 Malay boys attended educational institutions outside the state; in 1951, 59 students, including female teachers, were attending colleges and schools outside Brunei.

SCHOOL WELFARE SERVICES

Physical training and games form an integral part of the curriculum, and competitions are organized as a means of fostering interest.

The state medical service, which comprises both hospitals in urban areas and travelling dispensaries in rural areas, is available to schoolchildren. Teachers are given instruction in first aid.

REFERENCES

- BRUNEI. EDUCATION DEPARTMENT. *Annual report for the year ending 31 December, 1951.* [Brunei]. 25 p.
GREAT BRITAIN. COLONIAL OFFICE. *Annual report on Brunei for the year 1951. (Colonial reports.)* London, HMSO, 1953. 79 p.

1. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Malay vernacular schools	29	102	9	2 256	404
Government English school	1	...	...	9	3
Senior staff school	1	...	...	95	41
Catholic English schools	3	...	...	863	282
Chinese vernacular schools	6	...	...	1 483	584
Trade school	1	...	...	...	...

Source. Great Britain. Colonial Office. *Report on Brunei for the Year 1951.* London, 1953.

Note. In addition 31 trainees were attending teachers' training establishments overseas.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in Malayan dollars)

Item	Amount
Total	374 996
Annual recurrent expenditure	97 030
Special expenditure	14 333
Personal emoluments	107 738
Expenditure on new school buildings and teachers' quarters	155 895

Source. Great Britain. Colonial Office. *Report on Brunei for the Year 1951.* London, 1953.

Note. Figures do not include cost of repairs to and upkeep of buildings
Official exchange rate: 1 Malayan dollar = 0.327 U.S. dollar.

Total population (1951 midyear estimate): 570,000.
 Total area: 122,000 square kilometres; 47,100 square miles.
 Population density: 5 per square kilometre; 12 per square mile.
 Total enrolment (1951): 42,284 in primary schools.
 Enrolment of girls as percentage of total: 31 per cent.
 Pupil-teacher ratio: 31.

Total revenue (1951): 47,349,365 Malayan dollars.

LEGAL BASIS

The Colony of Sarawak consists of a coastal strip some 450 miles long and varying from 40 to 120 miles in depth, on the north-west coast of the island of Borneo. The former state of Sarawak became a colony on 1 July 1946, when by an Order-in-Council it was formally ceded to the British Crown, and a Governor appointed. The constitution of the colony grants legislative and financial jurisdiction to the Council Negri; the council has the power to make laws for the peace, order and good government of the colony, and no public money may be expended or any charge whatsoever made upon the revenues of the colony without its consent. In 1948 a scheme for the development of local government through local authorities was put into operation.

The constitution ordinance provides for the development and improvement of educational services. Laws on education are published in the *Government Gazette* for general information. The Education Ordinance, 1950, provides for the registration of schools and teachers and the inspection of schools under the general supervision of the Director of Education.

ADMINISTRATION

The Department of Education, headed by a director, exercises general supervision over the schools of the colony.

The department directly administers a number of government schools, with buildings and furniture provided by the local community. There is a progressive increase in the local authority schools, some of which have been taken over from government and private bodies and some are new establishments. As their names indicate, these schools are administered by local authorities, but closely follow the organization and curriculum of government schools. In areas where no statutory local authorities exist, communities have been encouraged to open 'private' or 'village committees' schools.

Missionary bodies are responsible for a number of schools serving the various communities of Sarawak. Within the Chinese communities there are also Chinese schools maintained by elected committees.

Public expenditure on education (1951 estimate): 1,132,759 Malayan dollars.

Official exchange rate: 1 Malayan dollar = 0.327 U.S. dollar.

Revised by the Colonial Office, London, in May 1953.

Sources of revenue for official expenditure on education are the budget of the central government, local authority funds (derived from tax refunds by the government and from special local taxes, rates and school fees) and the Colonial Development and Welfare Scheme. These funds are devoted partly to maintaining public schools and partly to grants to village committee, mission and Chinese schools. The non-government group of schools obtain the larger part of their revenue from fees and subscriptions.

ORGANIZATION

In the primary schools, the government and local authority schools use the vernacular as the medium of instruction, with English taught as a subject. Mission primary schools use the vernacular in rural areas, English or Chinese in towns. Chinese schools use the Chinese medium. Curricula are determined by the authorities administering the different schools.

Secondary education is provided in post-primary classes attached to mission and Chinese schools, with some separate middle schools established by the Chinese community. The English medium course leads to the Cambridge Junior Certificate examination (three years) and then to the school certificate.

A government teacher-training centre and secondary school at Batu Lintang is a co-operative venture with the missions to train teachers for all types of school at one central institution. The course lasts two years. Parallel academic classes at a post-primary level were begun in 1949.

As no facilities for higher education exist in Sarawak, students go abroad to Malaya, Singapore, Britain and Australia for their studies.

ADULT EDUCATION

A number of evening classes are organized on school premises, usually for teaching literacy. More formal classes are run by the Education Department to assist candidates for government service whose standard of education is below the required level. A literacy campaign, with production of reading matter in the vernacular, is in progress among the Sea Dayak population.

One venture in community education is particularly worthy of note—the Rural Improvement School, Kanowit. This is a residential school for married couples with their children; during the two-year course the students gain a practical knowledge of improved methods of farming, hygiene, child care and co-operative organization, and learn reading, writing and arithmetic, in conditions which are approximately the same as those in their communities.

REFERENCE

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SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Pupils
Primary			
Government schools	45	105	3 641
Local authority schools	74	90	2 868
Private schools	30	41	1 408
Mission schools	69	263	7 988
Chinese schools	216	874	26 365
Unclassified	1	1	14

Source. Great Britain. Colonial Office. *Annual Report on Sarawak for the Year 1951*. Kuching.

HONG KONG

Total population (1951 midyear estimate): 2,030,000.
 Total area: 1,013 square kilometres; 391 square miles.
 Population density: 2,000 per square kilometre; 5,190 per square mile.
 Population between the ages 5 and 12 (estimate): over 200,000.
 Total enrolment in primary schools as at 31 March 1952: 150,171.
 Enrolment of girls as percentage of total: 41 per cent.
 Pupil-teacher ratio: 26.

Hong Kong lies just within the tropics, on the south-eastern coast of the Chinese province of Kwangtung, and east of the Pearl River estuary. The colony includes Hong Kong Island, the ceded territory of Kowloon, Stonecutters Island, and the New Territories (leased from China on 1 July 1898 for 99 years).

LEGAL BASIS

The Government of Hong Kong is administered by a Governor assisted by an Executive Council and a Legislative Council. Under the general direction of the Colonial Secretary, the administrative functions of government are discharged by some thirty departments, all the officers of which are members of the civil service. Education, which is voluntary, is in the hands of the Director of Education, who controls government schools and supervises all private schools in the colony.

The Education Ordinance of 1913, amended in 1947 and 1948, requires that all schools in the colony, with certain exceptions (government and military schools), shall be registered and approved by the Director of Education and be open to his inspection. Since government schools are

Total revenue (1952/53): 290,762,200 Hong Kong dollars.
 Public expenditure on education: from Colonial Revenue (1952/53), 23,385,967 Hong Kong dollars.

Official exchange rate, 1951/52, selling, official: 1 Hong Kong dollar = 0.175 U.S. dollar.

Revised by the Colonial Office, London, in March 1953.

operated directly by the Education Department, there remain only a few military schools, for children of the garrison up to the age of 11, which are outside the sphere of the government's educational organization; there is, however, close liaison between the Education Department and the education officers of the three services.

ADMINISTRATION

While the colony's education is under the general control of the Director of Education and his inspectorate, most of the schools are run by missionary and philanthropic bodies, and private persons. For administrative purposes, schools are classified as government, grant-aided, subsidized and private. Since 1920 there has been a Board of Education to advise the director on the development and improvement of education in the colony. The board is entirely unofficial in membership and represents all groups in the colony concerned with education.

The financing of education follows a similar pattern. Expenditure from colonial revenue is devoted to the maintenance of government schools, a grant to the university, the administrative and supervisory services for the colony

as a whole and to assistance to two types of non-government schools: grant-in-aid schools, run mainly by missionary bodies, and subsidized schools, situated mainly in rural areas and using Chinese as the medium of instruction. Under the terms of the Grant Code (introduced in 1941 and subsequently revised), the government pays the difference between approved expenditure and income from school fees and other sources. The Subsidy Code is designed to enable properly qualified teachers to open schools without running into debt, to keep fees at a reasonable level, and to ensure adequate scales of salaries for teachers. The amount of the subsidy is determined by the school's deficit.

All schools, both public and private, charge fees, but a careful check is maintained; the manager of every school has to submit a statement on fees to the Director of Education, and when approved the scale is published in the *Government Gazette*. While fees charged in government schools are paid into general revenue, those collected by grant-in-aid and subsidized schools are an additional expenditure on education; the majority of private schools are fully supported from the fees charged.

ORGANIZATION

Each of the four administrative classes of school—government, grant-aided, subsidized and private—contains schools of various levels and of different types at a given level. The organization of the school system may be better explained in terms of the language of instruction. The Chinese or vernacular schools use Chinese, with English taught as a special subject; Anglo-Chinese schools use the English medium and teach Chinese as a subject; finally, English (or British) schools cater mainly for European children, with English as the medium throughout and the second language usually French, sometimes Cantonese.

There has hitherto been no sharp division of classes into pre-primary, primary and secondary, and in most cases classes of different levels are grouped within a single school. Moreover, the pressure due to an unwonted influx of population has caused double or even triple use of the same buildings—for separate morning, afternoon and evening schools.

Primary Education

Private schools account for the larger part of primary school enrolment. They vary considerably in quality according to the means available. Most are of the Chinese type situated in urban areas, but there are also Anglo-Chinese schools which include kindergarten classes and some post-primary and trade classes. The private night schools provide a primary education for those who work by day, usually through the Chinese medium; vocational and commercial schools are also to be found in this group.

Subsidized schools are concerned almost entirely with primary education. They are situated mainly in rural areas and are of the Chinese medium type, although many of them do not provide the full six years' course shown on the accompanying diagram.

Grant-aided schools tend to group both primary and

secondary departments in one school. All three types of school are to be found in this group and, on the whole, standards approximate to those in government schools.

Government schools also include all three types. The junior British schools approximate, both in age-range and in curriculum, to their counterparts in the United Kingdom. Pupils passing out at the age of 11 plus may continue their education in the one British secondary school or may be sent abroad for their studies. These schools are open to children of all ethnic groups, but the medium of instruction is English. The government Anglo-Chinese schools are articulated with vernacular schools through a departmental examination which promotes children from vernacular Class 4 to Anglo-Chinese Class 8 and from upper primary Class 2 to the vernacular secondary school.

As an emergency measure, there are also special afternoon classes lasting two hours and held on school premises between the closing of afternoon schools and the opening of evening schools. Children between 5 and 12 unable to obtain admission elsewhere are enrolled.

The primary curricula are not centrally fixed, but those adopted in the different types of government school tend to become models for the schools. Vernacular schools provide Chinese, arithmetic, history and geography, physical training, art and handiwork; English is introduced in the fourth class. The Anglo-Chinese schools follow a similar pattern, with English taught from the outset.

Fees vary considerably from one school to another. Government, grant-aided and subsidized schools are allowed to provide free places up to 10 per cent of enrolment.

Secondary Education

Secondary classes and schools are principally of the vernacular and Anglo-Chinese type. An attempt is being made, through the departmental primary school examination, to create a separation between secondary and primary classes and to introduce a measure of guidance at this point.

The general pattern is a six-year course, leading to the school certificate examination which is a qualification for professional employment as well as for higher education. The type of education is predominantly academic, but there is a growing trend towards the inclusion of practical courses.

Vocational Education

Pre-apprenticeship training is provided by the junior technical school with a four-year course. The technical college offers both day courses—at a higher level—and evening classes for apprentices. As far as possible, courses are linked to local industries.

Besides these government institutions there are a number of subsidized and private trade schools which recruit pupils from the primary school.

Teacher Training

Three government training colleges at the post-secondary level have developed to answer specific needs; the first has a two-year course for training junior secondary school

teachers; the second specializes in a two-year rural course (Chinese medium) for primary teachers, and stresses practical work in agriculture and animal husbandry; the third gives a one-year course for teachers in urban vernacular schools.

Higher Education

The University of Hong Kong has faculties of arts, science, medicine and engineering leading to first degrees and, in arts and science, to honours degrees. Scholarships tenable at the university are awarded annually by the government on the results of the university matriculation examination.

A recently established (1951) institution for higher education is the Evening School of Higher Chinese Studies. This offers three-year courses in general arts, commerce and journalism, leading to a departmental diploma.

ADULT EDUCATION

The Education Department maintains the Evening Institute, providing classes in language, commercial and technical subjects. The technical classes, under the control of the principal of the technical college, are designed to enable the apprentice or young journeyman to learn the theory on which his practical work is based, so that he may eventually qualify as a technician in his particular branch of industry. There are also a number of private night schools offering classes in foreign languages, economics, law and journalism, but the standard of teaching in these schools varies considerably.

STATUS OF TEACHERS

Basic salary scales have been established for teachers in government, grant-aided and subsidized schools.

Government teachers appointed to the permanent establishment are eligible for pensions under the terms of the Pensions Ordinance; teachers in grant-aided schools may contribute 5 per cent of their salary to a provident fund which the government supports with equal contributions. There is no provision for pension or provident fund in the subsidized or private schools; the possibility of some kind of superannuation scheme is being investigated by the Hong Kong Teachers' Association.

TRENDS AND PROBLEMS

The expansion of higher education, particularly in the Chinese language, and of technical education have recently been the subject of special inquiries the results of which are under consideration.

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HONG KONG. *Annual report, 1950*. [Hong Kong, 1951]. 139 p.
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1. HIGHER EDUCATION, 1951/52

Faculty	Students enrolled	
	Total	F.
All faculties	350	243
Arts	210	140
Science	60	22
Medicine	423	72
Engineering	83	—
Architecture	74	9

Source. Hong Kong. Director of Education. *Annual Report, 1951-52*. Hong Kong, 1953.

Note. The statistics refer to the University of Hong Kong. There are, in addition, 6 external students.

2. AGE AND SEX DISTRIBUTION OF PUPILS ENROLLED IN PRIMARY AND SECONDARY SCHOOLS AS AT 31 MARCH 1952

Age	Pupils		Age	Pupils	
	Total	F.		Total	F.
Total	191 798	75 668	12	15 731	6 208
6 —	13 034	5 473	13	16 446	6 728
6	9 343	3 726	14	16 592	6 702
7	11 173	4 604	15	15 009	6 065
8	11 763	4 803	16	12 887	5 106
9	12 220	4 965	17	10 659	3 958
10	12 301	5 064	18	7 605	2 583
11	14 025	5 882	19	4 958	1 434
			20 +	8 052	2 367

Source. Hong Kong. Director of Education. *Annual Report, 1951-52*. Hong Kong, 1953.

Note. Not including students of the Evening Institute, the teacher-training colleges, the evening classes of the Technical College, the Evening School of Higher Chinese Studies, and the University of Hong Kong.

3. SUMMARY OF SCHOOL STATISTICS AS AT 31 MARCH 1952

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Government (Chinese and English) schools	19	305	166	6 841	2 513
Grant-aided and subsidized (Anglo-Chinese and Chinese) schools	304	1 653	929	45 344	20 455
Private (Anglo-Chinese and Chinese) schools	415	3 717	2 127	97 986	38 206
Secondary					
<i>General</i>					
Government schools	12	164	70	3 859	1 234
Grant-aided and subsidized schools	31	408	216	7 997	4 169
Private schools	221	2 001	424	27 518	8 786
<i>Vocational</i>					
Technical College	1	...	...	1 632	—
Private professional schools	32	...	...	2 085	440
Higher					
University of Hong Kong	1	...	...	850	243
Evening School of Higher Chinese Studies	1	...	...	256	94
Government teacher-training colleges	3	...	...	212	117
Other					
Evening Institute ^a	1	...	...	593	201
Adult classes (New Territories, section of Evening Institute) ^a	—	...	...	252	236

Source. Hong Kong. Director of Education. *Annual Report, 1951-52*. Hong Kong, 1953.

Note. As there is no sharp distinction between primary and secondary levels, many of the schools shown at one level only have classes at other levels. The number of pupils, however, has been distributed by level. Schools operated by the military for children of the garrison are not included. In addition to the children enrolled in primary schools, there were 6,497 pupils in attendance in special afternoon classes held between the closure of certain afternoon schools and the opening of night schools.

3. Adult literacy classes.

1. Including 1,470 students attending evening classes.
2. Evening classes on a primary, secondary or higher education level in commercial subjects, and in English.

4. EXPENDITURE ON EDUCATION, 1951/52 1 APRIL 1951 TO 31 MARCH 1952 (in Hong Kong dollars)

Item	Source of revenue				Item	Source of revenue			
	Colonial revenue funds	Special development funds	Government departments other than education	Voluntary agencies		Colonial revenue funds	Special development funds	Government departments other than education	Voluntary agencies
Total	20 832 501	18 036	284 437	13 301 861	Scholarships, overseas and regional	220 410	18 036	...	...
Administration, inspection, etc.	1 556 622	—	...	...	Maintenance of school buildings, furniture and equipment	472 970	—	...	...
Primary schools	7 999 137	—	...	...	Capital, or non-recurrent expenditure on all buildings, furniture and equipment	2 044 048	—	...	...
Secondary schools	5 430 314	—	...	...	Other expenditure	1 709 513	...	...	...
Post-secondary schools	236 922	—	...	...			
Teacher-training schools and courses	719 240	—	...	...			
Other vocational schools	443 325	—	...	...			

Source. Hong Kong. Director of Education. *Annual Report, 1951-52*. Hong Kong, 1953.

Note. Amounts for pensions and passages for expatriate staff are not included. School fees collected in grant-aided and subsidized schools are used to defray running costs in addition to government grants received. School fees collected in government schools are paid into general revenue. Official exchange rate in 1951-52 (selling, official): 1 Hong Kong dollar = 0.175 U.S. dollar.

1. Not including school fees.
2. Including 1,550,000 dollars annual grant to the University of Hong Kong.

CYPRUS

Total population (1952 estimate): 501,000.

Total area: 8,965 square kilometres; 3,460 square miles.

Population density: 55.8 per square kilometre; 145 per square mile.

Population, within elementary school age limits: 69,750.

Total enrolment, within elementary school age limits: 93.5 per cent of the children in the elementary age group.

Pupil-teacher ratio: elementary schools: Greek 43; Turkish 33.

Total revenue (1951): 6,851,531 pounds sterling.

LEGAL BASIS

The education system aims at providing free elementary education for all persons desiring it. Secondary educational institutions charge fees. There is legislative authority (1933) for compulsion but it is not exercised. Each religious community (Greek Orthodox, Moslem, Armenian, Maronite, Roman Catholic) has separate schools staffed by members of its own faith.

ADMINISTRATION

The department consists of a director, an assistant director, a chief inspector of schools, an education officer, expatriate staff and an administrative staff, locally recruited. The headships of training colleges and other important appointments are filled by expatriate staff but all other teachers and staff are local citizens.

All primary schools are directly administered by the government, which controls, provides and pays for the teachers, while school buildings, furniture and equipment are, under the supervision of the department, provided and paid for by the villages and towns from a special education tax levied according to needs and ability to pay. The members of each religious community support the schools of their own faith.

The director is advised by two boards of education, one for Greek and the other for Turkish elementary schools. There are also boards of management for Armenian, Maronite and Catholic schools. Estimates of local costs are made by town committees or local commissions and submitted to the appropriate board for approval. After approval the committee or commission assesses the local education tax for the various members of the community. Capital expenditure is often financed by loans arranged for the towns or villages through the Department of Education.

Secondary education is indirectly controlled by the department.

The Chief Inspector of Schools is responsible for the inspection of all elementary and secondary schools; he has Greek and Turkish inspectors on his staff who inspect schools of their own religions.

Public expenditure on education (1951/52), Colonial Revenue and Special Development Funds: 803,128 pounds sterling.

Cost per pupil (1951/52): primary, £13.9s.8d.; secondary, £19.14s.8d.

Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in June 1953.

FINANCE

Of the total revenue for education, 64 per cent is provided from government funds, 12 per cent from local taxes, 14 per cent from school fees, and the remainder from loans and church and private donations. The larger part of expenditure—almost four-fifths—is devoted to primary education.

ORGANIZATION

Pre-primary. None is provided by the government.

Primary. The elementary schools form the greatest part of the education system. The course covers six years, children entering at the age of 6 and leaving when they have completed the course or reached the age of 14. Because of the rural nature of the country (there are 627 villages in Cyprus and 651 schools) most of the elementary schools are of the one- and two-teacher type, and are co-educational except in some of the towns and larger villages. No fees are charged at this stage. The curriculum covers the language of the children attending, arithmetic, geography, history, nature study, music, art, physical training and hygiene. School gardens are strongly encouraged because of the importance of agriculture to the economic well-being of the community. At the 1946 census it was estimated that 93.5 per cent of children of normal school age were enrolled in elementary schools. The proportion is increasing year by year and cannot at present be less than 93.5 per cent; it may well be more. Until a new census has been taken, however, the figure must remain an approximate one.

Secondary. All secondary schools are non-governmental. Some are public-aided; some are grant-aided; others are financially independent. In public-aided schools the staff is appointed and paid by the government and posts are pensionable, the pensions also being paid by the government.

The usual course is for six years (12 to 18 years): 15.6 per cent of children in the age group attend school. In all, approximately 17 per cent receive some secondary education.

The Greek secondary schools have a wide curriculum based on that of the Greek *gymnasia*. Their leaving certificates are accepted for matriculation by the University of Athens.

The Turkish School (*lycée* for boys) educates children for matriculation at a Turkish university or allows them to follow the pattern of the English grammar school if they wish to enter the civil service, commerce or the teachers' training college.

The English school has the grammar school type of curriculum leading to the London General Certificate of Education examination.

Other schools offer a general cultural curriculum, usually with stress on languages, or a complete or modified commercial course.

Vocational. Apart from commercial schools incorporated in the secondary system, vocational instruction is given in an apprentices' training centre, two rural central schools, and a reform school. The rural central schools, which aim at giving an agricultural education to intending farmers, are considered important in an agricultural community. This training field is to be developed.

A new Turkish Technical School was started in 1952.

Higher. There are no institutions of higher education in Cyprus. Students may proceed to Greek, Turkish or British universities according to their training. Government scholarship holders, in general, go to British universities. They are selected by government departments for training for employment in the higher posts of the civil service.

Teacher Education. There is one residential training college for men and one, at present non-residential, for women. The normal course of training, commencing after completion of a full secondary course, is for two years. A few selected students are retained for an additional year for advanced training in agriculture. There is no cost for fees or board while in training, and no allowances are paid.

Teachers of outstanding promise, likely to make suitable

inspectors of schools, are sent to the United Kingdom for courses of one or more years duration.

Special. There is a school for the blind.

ADULT EDUCATION

The British Council has five institutes providing courses for adults.

STATUS OF TEACHERS

Elementary school teachers may be permanent and pensionable, or temporary. Conditions of employment for secondary school teachers depend on the school.

Elementary school teachers are all trained and have, in addition, at least a secondary school leaving certificate. A number of secondary school teachers are trained but 20 per cent have neither a university degree nor teacher training.

Women teachers may be retained in employment after marriage.

SCHOOL WELFARE SERVICES

During the winter months a hot nourishing drink is given to children in the poorer village schools. There are free meal centres in all the towns.

There is no organized school medical service but in certain cases district medical officers visit elementary schools. An extension of medical services is planned.

REFERENCES

CYPRUS. DEPARTMENT OF EDUCATION. *Report for the school year 1950-1951*. Nicosia, Government Printing Office, 1952. 28 p.
GREAT BRITAIN. COLONIAL OFFICE. *Report on Cyprus*. (Colonial reports.) London, HMSO.

1. PUBLIC EXPENDITURE ON EDUCATION, 1951/52 (in thousand pounds sterling)

Source of revenue	Total	Secondary schools	Primary schools	Teacher training	Vocational	Administration	Scholarships	Boarding and lodging	Maintenance of buildings	Capital expenditure
Total	1 244	16	637	261	21	27	3	13	138	123
From Colonial revenue	763	16	631	64	19	16	3	13	1	—
From education taxes and grants, raised locally	260	—	—	40	—	—	—	—	118	102
From Special Development Funds	40	—	6	—	2	11	—	—	—	21
Expenditure by government departments other than Education Department	5	—	—	—	—	—	5	—	—	—
Estimated expenditure by voluntary agencies	* 176	—	—	* 157	—	—	—	—	* 19	—

Source. Great Britain. Colonial Office. London.
Note. Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Institutions	Teachers	Students	Level of education and type of school	Institutions	Teachers	Students
Primary				Technical			
Government schools	{ 707 }	{ 1 597 }	65 218	Government schools ¹	{ 14 }	19	225
Government-aided schools				Government-aided schools			
Other institutions				Other institutions			
Secondary				Higher			
General				Teacher training	2	13	187
Government schools	{ 52 }	547	14 239				
Government-aided schools							
Other institutions							

Source. Great Britain. Colonial Office. London.

1. The reform school, apprentices' training centre, rural central schools.

3. AGE-CLASS DISTRIBUTION OF PUPILS IN ALL PRIMARY AND SECONDARY SCHOOLS
AS AT 10 OCTOBER 1951

Class	Age															Total by class	Median age	Per- centage by class
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20+			
1	11 351	2 601	240	45	28	27	16	10	4	—	—	—	—	—	—	14 322	6.6	18.0
2	302	10 222	2 726	499	118	27	24	16	3	—	—	—	—	—	—	13 937	7.6	17.5
3	2	265	6 473	2 399	958	273	52	18	15	—	—	—	—	—	—	10 455	8.8	13.2
4	—	4	298	4 971	2 709	1 023	250	50	21	15	—	—	—	—	—	9 341	9.9	11.8
5	—	—	2	252	5 073	2 903	875	124	12	21	—	—	—	—	—	9 262	10.9	11.7
6	—	—	—	11	396	4 111	2 714	747	64	37	10	1	—	—	—	8 091	11.9	10.2
7	—	—	—	—	14	170	1 330	1 636	409	129	36	19	4	—	20	3 767	13.2	4.7
8	—	—	—	—	8	10	148	1 072	1 399	479	120	25	5	1	20	3 287	14.3	4.1
9	—	—	—	—	2	3	9	104	680	1 115	342	91	29	9	6	2 390	15.4	3.0
10	—	—	—	—	—	3	5	4	110	800	825	244	74	17	7	2 089	16.1	2.6
11	—	—	—	—	—	—	4	5	22	83	539	610	199	41	11	1 514	17.1	1.9
12	—	—	—	—	—	—	2	3	7	7	81	372	365	102	25	964	18.0	1.2
13	—	—	—	—	—	—	—	—	—	—	1	—	3	18	16	38	.	0.1
Total by age	11 655	13 092	9 739	8 177	9 306	8 556	5 429	3 789	2 746	2 686	1 954	1 362	679	188	105	79 457	.	.
Percentage by age	14.6	16.5	12.3	10.3	11.7	10.8	6.8	4.8	3.5	3.4	2.5	1.7	0.9	0.2	0.1	.	.	.

Source. Great Britain. Colonial Office. London.

Total population (census, 3 July 1951): 23,232.
 Total area: 6 square kilometres; 2 square miles.
 Population density: 3,900 per square kilometre; 11,600 per square mile.
 Total enrolment: 3,441.
 Enrolment of girls as percentage of total: 48 per cent.
 Pupil-teacher ratio: 28.

Total revenue (1950): 820,557 pounds sterling.
 Public expenditure on education (1951): 63,400 pounds sterling.
 Cost per pupil (1951): 18 pounds sterling.

Official exchange rate (1951): 1 pound sterling = 2.80 U.S. dollars.

Revised by the Colonial Office, London, in February 1953.

LEGAL BASIS

The present educational system is based on a report of a committee appointed in 1943, whose recommendations, with amendments, were incorporated in a draft ordinance of 1949. It outlines 'an educational system which is in close accord with present-day thought, which will safeguard Catholic principles and which will provide equality of opportunity from infants' school to university'. The new ordinance was brought into operation in 1950, with the exception of the clauses to enforce compulsory education. Compulsory education was introduced in 1951.

ADMINISTRATION

A director of education, selected by the Secretary of State, heads an advisory board of education made up of representatives of the Catholic, Protestant and Hebrew communities and of the Armed Services. The function of the board, which meets at least four times yearly, is to advise the Governor on matters relating to educational policy. It has two permanent subcommittees, one Catholic and the other interdenominational, concerned with other than Catholic schools. Buildings are provided and maintained by the Public Works Department.

The greatest part of funds expended on education are provided from colonial revenue, with a small proportion provided by private endowment for scholarships.

ORGANIZATION

Most of the schools are religious in character, the majority Catholic, some interdenominational and one Hebrew. With the exception of two private schools all are maintained by government funds. Only the infant, Hebrew and interdenominational schools are mixed schools. The teaching system is bilingual (English and Spanish) with somewhat greater use of English. Curricula for the various schools are necessarily based upon the general requirements of the bodies in England whose examinations are taken at the end of the course.

The nomenclature for schools conforms closely to the United Kingdom pattern.

Primary Education

In the infant schools (5 to 7 years) instruction is sometimes given in Spanish where English is not understood. By the time the junior school stage (7 to 11 years) has been reached, pupils can read, write and speak English. All primary schools have infant departments which are under the supervision of an organizing head mistress of infant schools. Except in religious teaching all primary schools conform to the standard syllabus and teaching programme. At the age of 11 all children take the Secondary School Entrance Examination for selection for one of the three types of secondary schools: grammar, modern or technical.

Secondary and Vocational Education

In November 1951 the secondary grammar schools took the Cambridge Overseas School Certificate for the last time; in 1952 this examination was superseded by the General Certificate of Education Examination. As considerable attention is given to the language question, a third language, French, is added in grammar schools. Modern secondary schools are being developed as alternates to the grammar schools. A commercial school concentrates on commercial training for girls. Technical education is developing and the new technical school provides secondary and technical education for boys between 11 and 15.

Higher Education

There are no facilities for higher education in Gibraltar but public and private scholarships allow students to study at British universities. Approximately fifty young men and women are pursuing courses of higher education at universities in the United Kingdom.

Teacher Training

Selected students are sent to the United Kingdom for training as teachers for eventual employment in the schools. In 1951 there were eight students in teacher-training colleges in the United Kingdom. Many of the present teachers have been locally trained in service.

ADULT EDUCATION

Civilians are able to use the facilities of the Army Education Service for their further education and recently the Department of Education has commenced a series of evening classes. The Calpe Institute (representing the British Council) also conducts classes for adults.

STATUS OF TEACHERS

Provision of training facilities for teachers and an improvement in status, allowing permanent and pensionable appointments, have followed post-war reorganization of the Department of Education.

SCHOOL WELFARE SERVICES

Milk is provided for children between the ages of 5 and 8.

No school meals are provided. There is a school medical service providing cleanliness inspection, medical inspection, and clinical treatment for dental cases and ophthalmic troubles.

Playgrounds and playing fields are small and scarce in the limited space available; there is however, generous use of service playing fields. Organized physical education is given considerable attention to offset the lack of space for playing in the community generally.

Youth organizations are mainly fostered by the religious bodies, and guide and scout movements are encouraged.

REFERENCES

GIBRALTAR. DEPARTMENT OF EDUCATION. *Annual report*. Gibraltar. GREAT BRITAIN. COLONIAL OFFICE. *Report on Gibraltar for the year 1949*. London, HMSO, 1950. 47 p.

1. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in pounds sterling)

Source of revenue	Total	Secondary schools	Primary schools	Teacher training	Administration, inspection, etc.	Scholarships	Maintenance of buildings, furniture, etc.
Total	63 400	...	...	...	...	...	...
From Colonial revenue	57 086	3 318	24 384	22 856	3 014	1 634	1 880
Expenditure by government departments other than the Education Department	4 087	...	...	...	...	...	...
Expenditure by voluntary agencies	* 2 227	...	...	...	...	...	...

Source. Gibraltar. Department of Education. *Annual Report, 1951*.

Note. Official exchange rate in 1951: 1 pound sterling = 2.80 U.S. dollars.

2. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Insti- tutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Government schools	16	65	55	2 026	929
Other institutions	1	13	13	288	210
Secondary					
Government schools	7	45	26	996	452
Other institutions				131	58

Source. Gibraltar. Department of Education. *Annual Report, 1951*.

Total population: 313,000.

Total area: 316 square kilometres; 122 square miles.

Population density: 990 per square kilometre; 2,564 per square mile.

Population, within compulsory school age limits: 59,765.

Total enrolment, within compulsory school age limits: 55,161.

Enrolment of girls as percentage of total: 48 per cent in primary schools.

Pupil-teacher ratio: 28 in primary schools.

LEGAL BASIS

By the Compulsory Education Ordinance, March 1946, all children between 6 and 14 have to attend school. Maltese and English are recognized as the official languages.

ADMINISTRATION

The Minister of Education is responsible for all matters of policy affecting the educational system. The Department of Education, headed by a director, administers government schools, supervizes both public and private schools and ensures that the regulations are put into effect. There are a considerable number of private schools, usually maintained by religious bodies, and some of these receive government grants.

ORGANIZATION

Primary education is compulsory and free. It is given in infant schools or sections, of two classes, and in primary schools proper, of five standard classes. The curriculum includes Maltese, English, arithmetic, history, geography and religious knowledge. An attempt is being made to give the curriculum of the two top classes a practical bias, with training in trades and housewifery for those pupils who are not likely to continue their schooling beyond the age of compulsory attendance.

After Standard IV, at the age of 11-12, pupils are eligible to take the selective entrance examination for secondary schools. General education is provided by the government lyceum for boys, government secondary schools for girls

Public expenditure on education (1952): 594,000 pounds sterling. Cost per pupil: £17 6s. 3d. in secondary schools, £8 7s. 4d. in primary schools.

Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

Based on official sources, prepared in June 1953.

and by private establishments. Fees are charged, but the public schools reserve a considerable number of free places. The curriculum is academic, leading to matriculation and higher education. The vocational education at the secondary level is offered by three full-time government institutions, the Technical School, Tailoring School and Engineering Training Workshop. The first is run on the same lines as a junior school in England, with a comprehensive curriculum which includes general education with specialized training in mechanical engineering, carpentry and cabinet-making. Courses at the vocational schools last three years.

The training of teachers takes place at two training colleges—for men and women separately—established in 1947. The Royal University of Malta (founded in 1769) contains six faculties and is an autonomous institution.

SCHOOL WELFARE SERVICES

Physical training forms part of the curriculum of all schools. The school medical officer inspects premises, carries out routine examination of pupils and supervises measures for preventive medicine.

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- . ——. Committee on Primary Education. *The primary schools; report of the Committee appointed by the Hon. the Minister of Education*. Valletta, Gov't. Print. Off., 1949. 29 p.

1. SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Government	120	1 360	870	38 690	18 693
Government-aided					
Other institutions					
Secondary					
<i>General</i>					
Lyceums	3	67	—	973	—
Girls' secondary schools	4	69	56	911	911
Preparatory secondary schools	2	25	23	588	225
Lyceum evening classes	26	12	1	638	276
<i>Technical</i>					
Government technical school	2	28	—	319	—
Government tailoring school	1	5	—	71	—
Other courses ¹	33	24	2	635	234
Higher					
Royal University of Malta	1	63	1	2 447	49

Source. Malta. Department of Education.

1. Including evening technical classes with 401 male students and evening tailoring classes with 234 female students.
2. 1951/52 regular student enrolment, excluding 61 (1 female) occasional students.

2. HIGHER EDUCATION, 1951/52

Faculty or branch of study	Students	
	Total	F.
Total	447	49
Arts	93	10
Engineering and architecture	46	—
Law	41	—
Medicine and surgery	96	5
Science	149	34
Theology	22	—

Source. Malta. Department of Education.

3. PUBLIC EXPENDITURE ON EDUCATION, 1952
(in thousand pounds sterling)

Item	Amount (thousands)
Total	594
Administration, inspection, etc.	46
Primary schools	407
Secondary education:	
General	50
Vocational	47
Teacher training	13
Higher education	25

Source. Malta. Department of Education.

Note. Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

BRITISH SOLOMON ISLANDS

Total population (1950 official estimate): 100,000.
 Total area: 30,000 square kilometres; 11,580 square miles.
 Population density: 3 per square kilometre; 9 per square mile.
 Illiteracy rate, age level not stated (1947 estimate): 95 per cent.

Total revenue (1952 estimate): 783,286 Australian pounds.

Education is largely supplied by the missions, but government action has increased considerably in the past three years. A Department of Education, under a director appointed by the Protectorate Government, has been set up. The staff is small, since difficulties are experienced in recruiting suitable personnel. An Education Regulation of 1952 is designed to co-ordinate and control the educational activities of the government and missions, and provides for

Public expenditure on education (1952 estimated expenditure of the Department of Education): 11,959 Australian pounds.

Official exchange rate: 1 Australian pound = 2.24 U.S. dollars.

Revised by the Colonial Office, London, in March 1953.

the payment of grants to approved mission and private schools. There is still, however a considerable diversity in methods and standards, so that no reliable statistics can yet be provided for the Protectorate as a whole.

The government conducts the King George VI School at Anki, which provides a post-primary course for boys, with a practical curriculum to fit them for government and other employment. Students are drawn from senior mission

schools throughout the Protectorate. The government also maintains a number of native primary schools, a part-time school for European children and a school for Chinese children. Prospective teachers are selected from students at the Anki school and elsewhere, and sent to Fiji or New Zealand for secondary and higher education, though local teacher-training facilities are planned.

Mission schools vary greatly in curricula and standards. Several bodies are engaged in educational work. In general, the pattern of organization is as follows. The basic type of school is the village school, dispensing only a rudimentary instruction; sometimes a consolidated village school serves several communities, and here much time has to be spent on subsistence farming, since parents refuse to maintain their children once a school 'takes charge' of them. Central schools provide a more advanced course, with English as the medium because of the multiplicity of local languages.

Senior mission schools represent the top of the educational ladder; English is used as the medium, and several schools have a practical curriculum with technical and agricultural subjects.

Community development schemes are operating at two centres, with different branches of the administration co-operating to secure a broad programme including the improvement of literacy, health and agricultural conditions.

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BRITISH SOLOMON ISLAND PROTECTORATE. *BSIP report on education, 1951*. [1952]. 84 p.

GREAT BRITAIN. COLONIAL OFFICE. *Report on the British Solomon Islands for the years 1949 and 1950*. (Colonial reports.) London, HMSO, 1951. 54 p.

FIJI

Total population: 307,000.

Total area: 18,000 square kilometres; 6,950 square miles.

Population density: 17 per square kilometre; 43 per square mile.

Population, within compulsory school age limits, 6 to 14 (1951 estimate): Fijian boys, 13,019; Fijian girls, 12,402; Indian boys, 15,985; Indian girls, 15,993.

Total enrolment, within compulsory school age limits, 6 to 14: Fijian boys, 12,267; Fijian girls, 11,150; Indian boys, 13,207; Indian girls, 8,428.

Enrolment of girls as a percentage of total: Fijian schools, 48 per cent; Indian schools, 39 per cent.

Pupil-teacher ratio: Fijian schools, 27; Indian schools, 36.

Illiteracy rate, population 15 years of age and over (1946 census): 36 per cent (male 29, female 43).

Total revenue (1951): 3,613,167 Fijian pounds.

Public expenditure (central and local) on education (1951): 502,849 Fijian pounds.

Official exchange rate: 1 Fijian pound = 2.52 U.S. dollars.

Revised by the Colonial Office, London, in May 1953.

LEGAL BASIS

The legal basis of the colony's present educational system is laid down in the Education Ordinance of 1929.

Education is not yet compulsory for all children except on the remote island of Rotuma, populated by a race ethnically different from the Fijians. Fijian regulations require that every Fijian child between the ages of 6 and 14 shall attend school, if one is available within three miles.

ADMINISTRATION

A Board of Education consisting of appointees of the Legislative Council under the chairmanship of the Director of Education advises the government on educational policy. The Director of Education is assisted by a deputy director, a chief of inspectors of schools and a staff of supervisors and education officers. The education system has developed

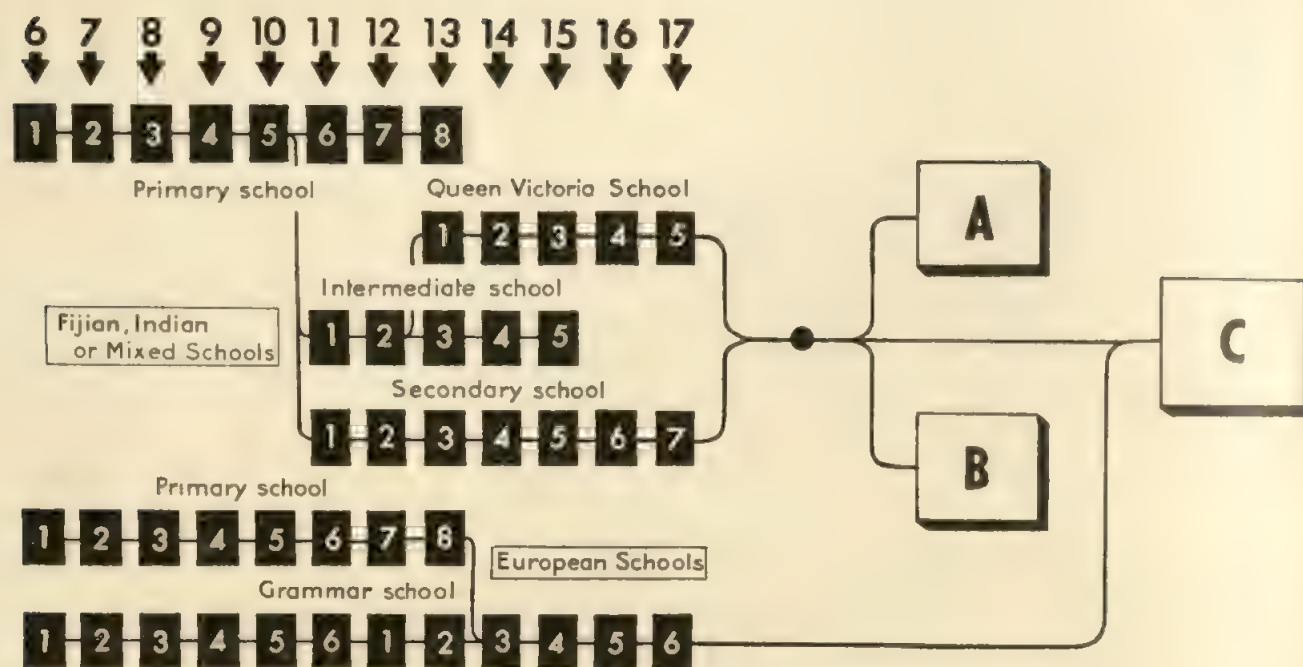
from the early activities of missions, which still retain considerable influence and responsibility in the administrative framework. Non-governmental authorities direct 93 per cent of the schools, which are, however, subject to the control of the Department of Education in all matters affecting standards of instruction, curriculum and conditions of teaching. Some of the schools are independent of governmental control, but these are slowly being integrated into the official system. In addition, there are schools which are completely controlled by the Department of Education.

The provision of school buildings is, in general, the responsibility of the missions or the local authorities, but financial assistance is, in some cases, provided by the central government. Educational supplies are provided by the government.

Finance

In 1951 expenditure on education from colonial revenue

DIAGRAM



GLOSSARY

grammar school: an institution providing primary and general secondary education.

intermediate school: secondary school for Fijians and Indians offering a two-year lower cycle of general studies and a three-year upper cycle emphasizing agricultural and technical subjects.

primary school: an institution covering the five-year primary course and providing also three post-primary classes.

Queen Victoria School: an institution providing general secondary education for Fijians.

secondary school: general secondary school.

POST-SECONDARY EDUCATION

A. *Central medical school:* vocational training school for native medical officers.

B. *Teacher-training college.*

C. *Higher education overseas.*

and special development funds was 75 per cent of the total educational expenditure, the remainder coming from voluntary agencies. The expenditure from colonial revenue represented 9.84 per cent of the total budget of the colony. The government pays the full salaries of government teachers and approximately 75 per cent of the teachers' salaries for all schools approved by the Department of Education, the remainder being paid by the local authorities or by the missions concerned.

Fees are charged in some schools, but this practice is dying out.

ORGANIZATION

Primary Education

The primary school in Fiji provides eight years' schooling, although the last three years should be regarded as of post-primary standard. There are separate schools for

European, Fijian and Indian children and some schools which may consist of mixed national groups. The curriculum has recently been revised to suit the requirements of the islands and efforts are being made to adapt courses in the later years to the probable vocational or social needs of students. It is hoped in this way to offset the pupils' present tendency to leave school after three or four years' primary instruction.

A major problem in Fiji is the language of instruction. At present, instruction in the first years of the primary schools is given in the vernacular of the village concerned, i.e. in one of the Fijian or Indian languages in use. English is introduced after two, three, or four years of primary instruction, both as a second language and as a language of instruction. A long-term investigation is at present being carried out to determine future policy in this difficult matter.

Secondary Education

Secondary schools are available for single national groups

or for children of different national origins. Students are recruited either after five years in the primary school, or, in some cases, after completion of primary school. The secondary school system aims largely at preparing students for school certificate examinations (Cambridge) or for examinations (internal) which certify a suitable standard of attainment for employment in the government services. In general, the secondary schools are not co-educational. In some secondary schools, there is an intermediate or junior examination half-way through the school course. The European and some mission schools have primary and sometimes kindergarten sections attached.

The largest secondary school, which teaches Fijian students from the age of 13 plus, is the Queen Victoria School, which is completely government controlled.

Vocational Education

Courses in various technical subjects are provided at a number of schools. The Department of Education maintains technical training centres at Suva and Levuka which offer courses in carpentry and home economics for pupils attending local primary schools. The centres also have evening technical classes for adults in carpentry and construction, mechanical engineering, plan and detail drawing, radio and bookkeeping.

Agricultural training is incorporated to a considerable extent in all types of school, but there is no central agricultural school as such.

The Central Medical School not only provides medical training for native medical officers for Fiji, but also undertakes the training of similar personnel for many of the surrounding Pacific Island groups.

Higher Education

Scholarships are available for students to proceed overseas, usually to Australia or New Zealand, for university training and, in addition, a system of government sponsorship enables non-scholarship holders to study overseas. In 1950, there were about 100 students from Fiji at universities in New Zealand and Australia.

Teacher Education

A single teacher-training institution, now under govern-

ment control and formed by the amalgamation of smaller mission training centres, provides a two-year course at the post-secondary level. It also trains some teachers for neighbouring Pacific Islands.

ADULT AND FUNDAMENTAL EDUCATION

As an experiment, a comprehensive community development project was established on the Island of Moturiki (527 persons). This plan, operating under the guidance of trained native officers, aimed at the independent development of the group (through community effort) in the complete social and economic field. The result of this experiment, which closed at the end of 1951, will determine the methods to be used on a larger scale for community development within the island group.

EDUCATION AND STATUS OF TEACHERS

There are a few European teachers and administrators in responsible positions, but the bulk of the teaching staff is of native origin. Qualifications and training, in general, are satisfactory, but there is still a group of untrained teachers whom it is hoped to replace with trained personnel in the near future. All teachers (excepting those who wish to remain independent under certain missions' control) have been taken into the public service with guaranteed and fixed salary scales and pension benefits.

TRENDS

A 10-year plan of development for the education system in the Colony of Fiji was drawn up in 1948 and subsequently revised in the same year. It provides mainly for the building of schools and staff quarters and for the extension of schools.

REFERENCE

FIL. DEPARTMENT OF EDUCATION. *Report for the year 1951.* (Legislative Council Paper, no. 18.) Suva, Government Press, 1952.

1. HIGHER EDUCATION: NUMBER OF STUDENTS, BY ORIGIN, ATTENDING THE CENTRAL MEDICAL SCHOOL AT SUVA, 1948, 1949, 1950

Origin of students	1948	1949	1950
Total	43	41	72
Cook Islands	3	1	3
Fiji	17	18	27
Gilbert & Ellice Islands	4	4	6
Nauru	—	2	2

Origin of students	1948	1949	1950
New Hebrides	—	—	4
Niue	2	2	2
Papua	2	3	6
Solomon Islands	2	1	1
Tonga	3	2	4
Western Samoa	10	6	17

Source. Information from Non-Self-Governing Territories, Transmitted under Article 73 (e) of the Charter. United Nations Document A/1824/Add. 1, 17 August 1951.

2. AGE, CLASS AND SEX DISTRIBUTION OF PUPILS ENROLLED IN FIJIAN SCHOOLS AS AT 30 SEPTEMBER 1951

Class		Age												Total by class	Median age	Class per- centage
		6—	6	7	8	9	10	11	12	13	14	15	16 +			
1	Total	492	2 025	1 785	1 032	453	211	76	28	7	—	—	—	6 109	7.3	24.5
	F.	250	914	856	474	228	95	27	13	3	—	—	—	2 860		
2	Total	9	80	711	1 295	1 182	770	396	178	64	13	7	—	4 705	9.2	18.9
	F.	3	41	341	626	536	361	173	74	26	6	1	—	2 188		
3	Total	—	—	54	443	950	1 220	1 024	623	372	106	32	1	4 825	10.8	19.4
	F.	—	—	25	223	466	562	508	279	168	33	10	1	2 275		
4	Total	—	—	14	61	214	599	1 066	1 164	1 053	676	153	12	5 012	12.5	20.1
	F.	—	—	6	28	109	292	535	571	533	290	66	—	2 430		
5	Total	—	—	—	16	34	139	323	527	563	407	152	34	2 195	13.1	8.8
	F.	—	—	—	4	19	80	175	264	247	172	66	5	1 032		
6	Total	—	—	—	1	—	18	62	176	223	314	145	60	999	14.1	4.0
	F.	—	—	—	1	—	15	32	109	113	159	68	28	525		
7	Total	—	—	—	—	—	2	9	31	63	122	168	97	492	15.1	2.0
	F.	—	—	—	—	—	2	5	18	34	71	71	48	249		
8	Total	—	—	—	—	—	—	—	6	9	15	56	138	224	.	0.9
	F.	—	—	—	—	—	—	—	5	6	6	30	47	94		
9	Total	—	—	—	—	—	—	—	3	7	14	37	124	185	.	0.7
	F.	—	—	—	—	—	—	—	2	—	1	5	34	42		
10	Total	—	—	—	—	—	—	—	—	—	—	7	88	95	.	0.4
	F.	—	—	—	—	—	—	—	—	—	—	—	28	28		
11	Total	—	—	—	—	—	—	—	—	—	—	2	58	60	.	0.2
	F.	—	—	—	—	—	—	—	—	—	—	—	33	33		
12	Total	—	—	—	—	—	—	—	—	—	—	—	19	19	.	0.1
	F.	—	—	—	—	—	—	—	—	—	—	—	3	3		
Total by age		501	2 105	2 564	2 848	2 833	2 959	2 956	2 736	2 361	1 667	759	631	24 920	10.5	.
M. & F.		253	955	1 228	1 356	1 358	1 407	1 455	1 335	1 130	738	317	227	11 759	.	.
Percentage by age		2.0	8.4	10.3	11.4	11.4	11.9	11.9	11.0	9.5	6.7	3.0	2.5	.	.	.

Source. Fiji. Department of Education. *Report for the Year 1951*. Suva, 1952.

Note. The class number indicates the name of the class, not the year of the school course. Most small schools combine two or more years of the course in their upper classes. 1,042 boys and 1,469 girls, in respect of whom particulars were not available, have been omitted from this table.

3. EXPENDITURE ON EDUCATION, 1951 (in Fijian pounds)

Source of revenue	Total	Adminis- tration, inspection, etc.	Primary schools	Secondary schools			Scholar- ships	Board and lodging	Mainte- nance of building, furniture, etc.	Capital expen- diture	Other
				General	Vocational	Teacher training					
Total	632 849	...	...	...	...	...	...	...	...	...	...
From Colonial Revenue	358 957	30 775	233 853	28 339	5 840	9 072	2 576	30 948	8 242	7 424	1 888
Fijian	(186 499)	(15 919)	(118 731)	(18 385)	(2 174)	(5 443)	(322)	(17 342)	(3 114)	(4 616)	(453)
Indian	(137 327)	(13 795)	(96 496)	(6 892)	(2 318)	(3 629)	(1 610)	(5 601)	(4 430)	(2 285)	(271)
European	(35 131)	(1 061)	(18 626)	(3 062)	(1 348)	(—)	(644)	(8 005)	(698)	(523)	(1 164)
From Local Funds	40 373	...	...	...	...	...	...	...	...	...	...
From Special Development Funds	75 203	...	...	...	...	...	...	...	...	...	...
Expenditure by government de- partments other than Education Department	28 316	...	...	...	...	...	...	...	...	...	...
Estimated expenditure by voluntary agencies	* 130 000	...	...	...	...	...	...	...	...	...	...

Source. Fiji. Department of Education. *Report for the Year 1951*. Suva, 1952.

Note. Official exchange rate: 1 Fijian pound = 2.52 U.S. dollars.

4. SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Insti- tutions	Teachers		Students		Level of education and type of school	Insti- tutions	Teachers		Students	
		Total	F.	Total	F.			Total	F.	Total	F.
Primary						Secondary					
<i>Fijian schools</i>						<i>General and vocational</i>					
Government	6	8	3	1 462	570	Fijian schools					
Government-aided	237	746	142	23 051	11 380	Government	5	28	8	620	99
Other institutions	41	88	18	1 998	'962	Government-aided	2	7	1	300	217
<i>Indian schools</i>						<i>Indian schools</i>					
Government	9	77	28	2 742	811	Government	1	7	—	138	17
Government-aided	1 111	486	139	18 574	7 852	Government-aided	1	6	5	60	60
Other institutions	9	18	5	720	219	Other institutions	3	6	—	251	72
<i>European schools</i>						<i>European schools</i>					
Government	2	30	21	541	290	Government	2	8	5	132	62
Government-aided	8	29	19	1 113	409	Other institutions	1	2	2	29	29
Other institutions	2	5	5	215	164	<i>Mixed schools</i>					
<i>Mixed schools</i>						Other institutions	2	13	1	256	13
Government	2	5	2	40	—	<i>Teacher training</i>					
Government-aided	8	67	33	2 209	659	Mixed post-secondary	1	8	2	157	52
Other institutions	2	11	5	237	86	Higher					
						Central Medical School, Suva	1	...	...	162	...

Source. Fiji. Department of Education. *Report for the Year 1951*. Suva, 1952.

1. Including 2 Chinese schools, with a total of 527 pupils.

GILBERT AND ELLICE ISLANDS

Total population (1951 midyear estimate): 39,000.
 Total area: 955 square kilometres; 369 square miles.
 Population density: 40 per square kilometre; 106 per square mile.
 Total enrolment within school age limits (1951): about 7,900.
 Pupil-teacher ratio: 38.
 Literacy (1947 census): 93 per cent of population over 10 years of age literate in their own language.

Total revenue (1952 estimate): 321,476 Australian pounds.

The widely scattered groups of small islands forming the Gilbert and Ellice Islands Colony are administered by the High Commissioner for the Western Pacific.

LEGAL BASIS

Under Island Regulations education is compulsory between the ages of 7 and 16; in effect, this means attendance at available schools, most of which are designed to give religious instruction rather than general education.

Public expenditure on education (1952): 15,942 Australian pounds (revised estimate).

Cost per pupil: approx. 2 Australian pounds.

Official exchange rate: 1 Australian pound = 2.24 U.S. dollars.

Revised by the Colonial Office, London, in March 1953.

ADMINISTRATION AND ORGANIZATION

The Director of Education, responsible to the Resident Commissioner is assisted by two education officers. The department also includes the assistant masters and teachers who staff the four government schools.

The missions were the pioneers of education and still provide most of the facilities. The curriculum and conditions of teaching in certain mission schools are now subject to approval by the Director of Education and the missions are subsidized. Education in the villages

covers only primary standards. The syllabus laid down, which covers 10 years' work in five grades and a preparatory grade, goes beyond the standards which most pupils have attained up till now. There is as yet no local provision for secondary schooling, but selected students are sent to secondary schools in Fiji and New Zealand where they are maintained by the colonial government. A newly built secondary boarding school is, however, expected to open in the colony during 1953.

For the present the government conducts a boarding school for boys in temporary accommodation which is mainly concerned with training future government employees. There are some boarding schools controlled by missions and one has been organized, independently, by the indigenous population.

The government co-operates with the missions by providing the services of one teacher to train native teachers during their pastoral training. A number of teachers have received some training elsewhere but, in general, the ability and training of native teachers (usually pastors) is unsatisfactory and is a cause of concern to the missions and the Department of Education.

There is a strong local desire for improved education services and it appears likely that the development of the education programme will be in the direction of increasing governmental supervision with the emphasis on teacher training.

REFERENCES

- GILBERT AND ELLICE ISLANDS. EDUCATION DEPARTMENT. *Report on education for the year 1950*. Suva, Fiji, Government Printer, 1951. 12 p.
- GREAT BRITAIN. COLONIAL OFFICE. *Report on the Gilbert and Ellice Islands Colony and the Central and Southern Line Islands for the years 1950 & 1951. (Colonial reports.)* London, HMSO, 1952. 54 p.

SUMMARY OF SCHOOL STATISTICS
AS AT 31 DECEMBER 1950

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Government primary schools	4	19	...	469	158
Government-aided primary schools	235	¹ 194	15	³ 7 631	...
Unassisted schools	1	1	1	8	3

Source. Gilbert and Ellice Islands Colony. *Report on Education for the Year 1950*. Suva, Fiji, 1951.

Note. In addition, 4 Gilbertese students were being trained at the Teachers' Training College, Fiji, 24 at the Fijian Intermediate School, 10 in the Queen Victoria School and 3 at secondary schools in New Zealand.

1. Not including 176 village pastors.

2. Including 102 pupils taking teachers' courses at two grant-aided mission pastor-teacher training centres.

PITCAIRN ISLAND

Total population (1951 midyear estimate): 125.
Total area: 5 square kilometres; 2 square miles.
Population density: 25 per square kilometre; 63 per square mile.
Total enrolment: 19.
Number of teachers: 2.

Total revenue (1951 actual): 7,229 Fijian pounds.

Education was formerly in the hands of missionaries but is now entirely a government responsibility.

There is one Education Officer and one assistant. A new school and community centre equipped with modern teaching aids was completed in 1949. All education from kindergarten to the secondary stage is conducted in this school. The school is inspected by the Western Pacific High Commission at intervals.

The cost of education is entirely financed from the island

Public expenditure on education (1951): 1,774 Fijian pounds.
Cost per pupil: 93 Fijian pounds.

Official exchange rate: 1 Fijian pound = 2.52 U.S. dollars.

Revised by the Colonial Office, London, in March 1953.

resources, obtained largely by the sale of island stamps. The inhabitants make no direct contribution.

There is no opportunity for higher education on the island; children who intend continuing their studies go to New Zealand or Australia. No school certificates are issued and up to 1949 no external examinations were taken.

The Education Officer adjusts the curriculum to suit the current needs of the children. General subjects, handi-

crafts, hygiene and physical education, music and art are taught. Suitable students are to be trained as assistant medical practitioners and wireless operators. Radio is used as a medium of instruction.

Adult education, based on individual needs, is also the responsibility of the Education Officer.

The children are regularly inspected by a qualified nurse resident on the island.

KINGDOM OF TONGA

Total population (end of 1951): 49,667.
Total area: 697 square kilometres; 269 square miles.
Population density: 71 per square kilometre; 185 per square mile.
Total enrolment between compulsory school age limits, 6-14: 10,805.
Pupil-teacher ratio: 30.

Total revenue (1950/51): 344,550 Tongan pounds.

The status of Tonga is that of a self-governing state under the protection of Great Britain, the relationship having been established by a treaty of friendship negotiated between the two countries in 1900.

Education is free and compulsory between the ages of 6 and 14 years (Education Act, 1927).

A Minister of Education is responsible, with the assistance of inspectors and other supervisory staff for the implementation of educational policy.

Church organizations collectively continue to bear approximately one-half of the burden of primary education. In 1950/51 the expenditure of the Education Department represented 8.6 per cent of the total expenditure of the Tonga Government.

Primary schools provide an elementary education in the vernacular. Subjects taught are Tongan language, English, history (of Tonga), geography, hygiene, singing, needlework and native arts. All primary schools are co-educational.

Secondary schools are mainly residential. There is one secondary school for European and Tongan children which educates children to university entrance standard. The other 10 establishments (nine of which are controlled by missions) cater mainly for Tongans.

A scholarship scheme allows selected students to study at universities abroad—mainly in New Zealand. Some Tongan children also attend secondary schools in Australia and New Zealand. Medical workers are sent to Fiji for training at the Central Medical School.

There is a teachers' training college which provides refresher and vacation courses in addition to normal training courses.

Medical and dental services are provided free to school children.

Public expenditure on education (1950/51): 27,034 Tongan pounds.
Cost per pupil: 2 Tongan pounds 5 shillings.

Official exchange rate: 1 Tongan pound = 2.24 U.S. dollars.

Revised by the Colonial Office, London, in May 1953.

REFERENCE

GREAT BRITAIN. COLONIAL OFFICE. *Annual report on Tonga for the year 1951. (Colonial annual reports.)* London, HMSO, 1952. 29 p.

SUMMARY OF SCHOOL STATISTICS, 1951

Level of education and type of school	Insti- tutions	Teachers	Pupils	
			Total	F.
Primary				
Government schools	69	{ 360	10 805	...
Mission schools	63			
Secondary				
<i>General</i>				
Government and mission schools	11	...	* 1 836	* 700
Teacher training	1	...	50	...
Training College				

Source. Great Britain. Colonial Office. *Report on Tonga for the Year 1951* London, 1952.

Note. In addition 2 Tongan students are pursuing degree courses at the University of New Zealand and 3 are at the Central Medical School in Fiji. Quite a number of Tongan children at the secondary school stage are attending schools in New Zealand and Australia.

BAHRAIN

Total population (1950 estimate): 110,000.

Total area: 595 square kilometres; 230 square miles.

Population density: 185 per square kilometre; 478 per square mile.

Population, within school age limits, 7-16: approximately 12,000.

Total enrolment (1951/52): 6,718.

Enrolment of girls as percentage of total (estimate): 33 per cent in primary schools.

Pupil-teacher ratio: 25.

Illiteracy rate (estimate): 87 per cent.

Total revenue (1951/52): 21,850,000 rupees.

Public expenditure on education (1951/52): 2,920,000 rupees.

Cost per pupil (estimate): 262 rupees.

Official exchange rate: 1 rupee = 0.21 U.S. dollars.

Revised by the Department of Education, Bahrain, in February 1953.

The present educational system began in 1919 when the first school was established at the town of Moharraq (capital of Bahrain at that time) to provide organized instruction for the children of the Principality. The scope of educational facilities has progressively increased over the past years and now extends to a large number of the island towns and villages, which number approximately 100.

ADMINISTRATION AND FINANCE

Sheikh Abdulla bin Isa al-Khalifa, uncle of the present Ruler, is nominally the head of the Education Department. The administration of the schools is under the supervision of a director in charge of boys' schools and another in charge of schools for girls. Headmasters and head-mistresses are responsible to the directors.

Finance for education is provided entirely from government funds.

ORGANIZATION

Officially, the primary school course covers a period of six years, the first two of which are regarded as preparatory. The preparatory classes are either included in the primary schools or housed separately, as is mostly the case in the villages. The curriculum for these first two years covers the teaching of the Koran and religion, Arabic, arithmetic, drawing and handicrafts, songs and physical culture.

Primary education is provided for boys and girls at separate schools; the subjects taught include those of the preparatory stage, with the addition of English, geometry, history, geography and science.

The secondary course provides instruction on the Koran and religion, Arabic language and literature, English, mathematics, history, geography, natural science, drawing, handiwork and physical training. All classes have 32 periods per week except for the independent pre-primary schools where the number is 30. Primary education is free.

There is one vocational school where pupils are taught draughtsmanship, carpentry, principles of industry and applied mechanics. Of the 45 periods per week, 40 per cent are assigned to practical work.

No facilities for higher education exist and students are sent abroad on government scholarships to attend university courses.

STATUS AND TRAINING OF TEACHERS

At present, Bahrain has an emergency two-year course of teacher training. This course is being followed at the boys' secondary school and made available for trainees from the students of the upper two classes.

Evening classes are also held for junior teachers of the department to furnish them with advanced knowledge of Arabic, English and mathematics together with subjects pertaining to teacher training and special methods of pedagogy.

All teachers contribute to the state provident fund system. Their accumulation, together with the government contribution, is paid out to incumbents when they leave the service or retire. The government is planning a new system of pensions for teachers and other state employees for introduction in the very near future.

TRENDS AND PROBLEMS

Since the aim of the Department of Education is to provide educational facilities for the population of Bahrain of a standard warranted by the present and future development of the state, present plans centre around the opening of more elementary schools in the towns and villages; equipping secondary education with the means of making more branches of knowledge available to students in the fields of technical, agricultural and commercial education; and awarding scholarships for study at foreign institutions on condition that the holders return to serve the community after graduation.

Among the major problems of the department are the recruitment of teachers from the neighbouring Arab states, the provision of accommodation, the further training of local teachers and the allocation of extra funds to meet the steady expansion in the educational schemes of the Principality.

REFERENCES

BAHRAIN. DEPARTMENT OF EDUCATION. *Taḥrīr 'an aḥwāl al-ma'āref bi-amārat al-Baḥrain*, 1950, 1952 (Report on edu-

cational conditions in the Principality of Bahrain, 1950, 1952).
Cairo, Arab World Press, 1950, 1952. 2 vols.
Hawliyat al-thakāfah al-'arabiyah (Yearbook of Arab Culture).
Cairo, Cultural Department of the Arab League, 1952, 643 p.

1. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Insti- tutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Government schools for boys	14	148	—	3 751	—
Government schools for girls	6	74	74	1 953	1 953
Private primary schools	...	50	18	1 014	235
Secondary					
<i>General</i>					
Secondary school for girls	1	4	4	11	11
Secondary school for boys	1	14	—	162	—
<i>Vocational</i>					
Technical school	1	9	—	70	—

Source. Bahrain. Department of Education. *Taḥrīr 'an aḥwāl al-ma'āref bi-amārat al-Baḥrain*. Cairo, Arab World Press, 1952.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951/52
(in rupees)

Item	Amount
Total budgetary expenditure	2 920 000
Government schools for boys	1 082 000
Pre-primary and primary schools for girls	300 000
Vocational training	75 000
Religious institutions	11 000
Scholarships for higher education abroad	102 000
New constructions and maintenance of buildings	1 350 000

Source. *Hawliyat al-thakāfah al-'arabiyah*. Cairo, Cultural Department of the Arab League.

Note. The 1950-51 budget amounted to Rs.2,120,000 of which Rs.975,000 capital expenditure. Exchange rate: 1 rupee = 0.21 U.S. dollar.

KUWAIT

Total population (1953 estimate): 150,000.
Total area: 21,000 square kilometres; 8,100 square miles.
Population density: 10 per square kilometre; 25 per square mile.
Population, within school age limits (1953 estimate): 30,000
between the ages of 4 and 14.
Total enrolment, within school age limits (January 1953): 10,738
in government schools.
Enrolment of girls as percentage of total: 30 per cent.
Pupil-teacher ratio: 20.
Illiteracy rate: approximately 68 per cent.

National income: 53 million pounds sterling.
Public expenditure on education (1952/53): 3,150,000 pounds
sterling.
Cost per pupil: 286 pounds sterling.

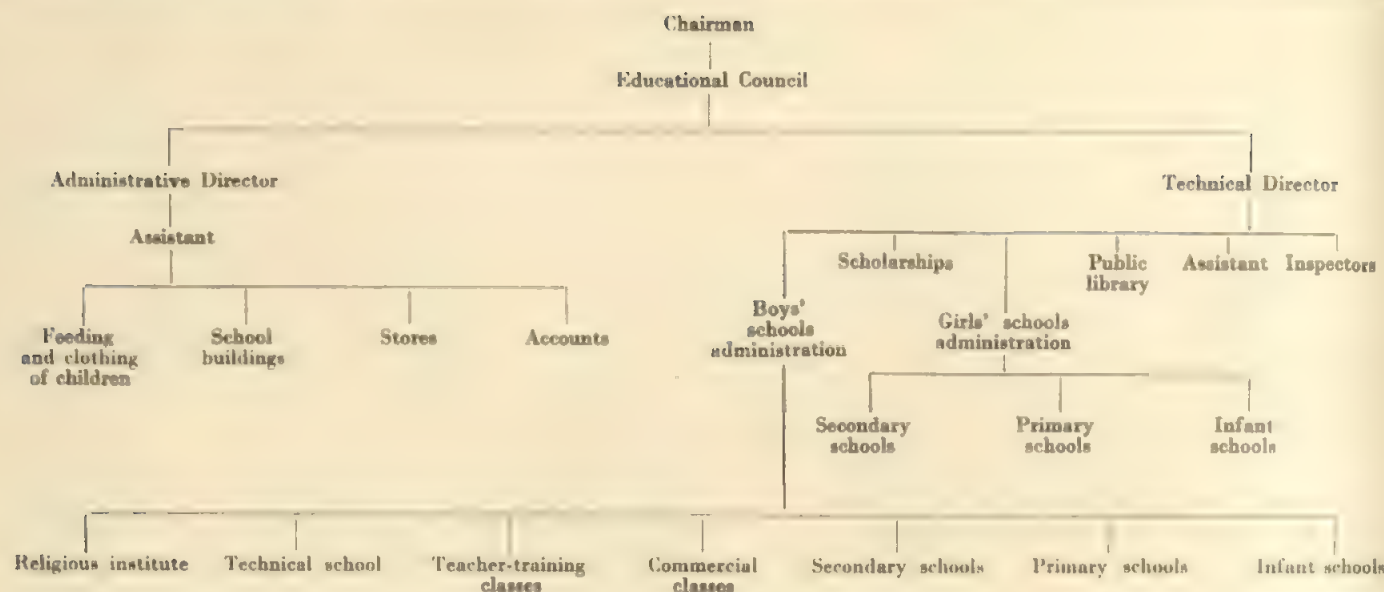
Official exchange rate: 1 pound sterling = 2.80 U.S. dollars.

Revised by the Department of Education, Kuwait, in January 1953.

ADMINISTRATION

The Department of Education is supervised by an educational council composed of 12 elected members under the permanent chairmanship of H.E. Sheikh Abdullah al-Jaber al-Sabāh. The council meets once a week and may, if necessary, hold extraordinary sessions. Its main responsibilities are to direct educational policy, supervise and control educational activities, allocate the budget for education, approve the opening of new schools, grant scholarships for study abroad and consent to the development of cul-

Education in Kuwait was first organized some seventeen years ago (1936), when the Department of Education was established with the specific purpose of standardizing teaching and formulating and executing educational plans for the future. The present system is the outcome of progressive changes and amendments to the organizational structure, administration and school curricula since the inception of the department. During the last few years rules and regulations have been laid down outlining primary education and school examinations. Education is free to all Kuwaitis.



tural, social and recreational activities related to education.

The execution of policy is entrusted to an administrative and a technical director. The former is responsible for expenditure on education, covering the supply of equipment and materials to schools, the construction of buildings and additional classrooms and the feeding and clothing of school-children. He also supervises the stores and accounts of the department and is in charge of the transfer and lodging of teachers. The technical director's functions include the execution of educational policy, proposing legislation to the council, drafting the curricula and teaching methods to be adopted, the proposal of new programmes and the modification of existing ones. He also supervises vocational education, teacher training, scholarships, school libraries and examinations. Both directors are responsible to the council.

There are five inspectors responsible for boys' and girls' primary and secondary schools for the following subjects: religion and Arabic; English language; science and mathematics; social sciences; physical training.

In its earlier years the Department of Education had to rely for its expenditure on voluntary contributions, and on one-half per cent of the dues collected by the Customs Administration. From a sum of Rs.40,000, the annual budget has constantly increased and is now derived from general revenue. Its rapid expansion is shown in the following figures: 1949-50: Rs.5 million; 1950-51: Rs.12 million; 1951-52: Rs.27 million; 1952-53: Rs.42 million. (The local currency is the Indian rupee, Rs.4.76 = U.S. \$ 1.)

ORGANIZATION

The present school ladder applies to schools for boys and girls. Teacher-training and commercial classes, the technical school and the religious institute are only for boys. The boys in the religious institute receive special instruction

to prepare them for further study at al-Azhar University, Cairo. Instruction is in Arabic in all schools.

At the close of the 1950/51 school year the educational ladder was revised, separating the kindergarten classes from the infant and primary ones.

Primary and secondary education is provided at separate schools for boys and girls; no co-education exists. Children proceed from the kindergarten classes, which were normally located in primary schools, to the primary level. The curriculum was revised at the beginning of the 1951/52 year and the changes included the extension of the primary school from four to seven years. During the school year 1952/53 the primary school was divided into two sections; one section of three classes called infant classes, and another section of four classes which form the primary classes. Examinations are held at the end of the fourth and seventh primary years, in the following subjects: Koran and religion, Arabic, English, arithmetic, geometry, history, civics, geography and science—including basic hygiene. Successful candidates in the seventh form are awarded a primary certificate. The primary school syllabus includes physical training, domestic science, singing and needlework for girls, in addition to the subjects taken at the final examinations.

Full-time secondary education is provided at the al-Mubarakia secondary school for boys. This institution was originally established in 1912 and has since developed to include commercial and teacher-training classes. The general secondary course occupies a period of four years but pupils planning to proceed to a university level have to go on to a fifth-year class where special instruction is given in literature, science or mathematics. The certificate awarded at this level is recognized by the Iraqi faculties and the American universities at Beirut and Cairo, and students with such a certificate are exempted from entrance examinations. The secondary school curriculum covers the teaching of religion, Arabic, English, history, geography,

mathematics, general science, biology, chemistry, physics, natural history, civics, drawing and physical training. Mechanics and pure mathematics are taught in the fifth year.

In 1952/53 secondary classes were started for girls who had completed their primary education. These classes include the first secondary year in one school for girls and the first and second secondary years in another.

A two-year commercial course exists at the al-Mubarakia school, where pupils are taught Arabic, English, mathematics, bookkeeping, commercial correspondence, shorthand, English and Arabic typing, economics and physical training. The first group of students graduated in 1952 and the certificate awarded is regarded as equal to that granted to pupils completing the fourth year of the secondary school.

During the school year 1952/53, evening commercial classes were formed and about 200 pupils who had finished their primary education were admitted.

Kuwait has no facilities for higher education. To overcome this, the Department of Education grants fellowships for study abroad. In 1952 there were 122 students on such fellowships, 43 of whom were enrolled in universities in Egypt, Lebanon, Great Britain and the U.S.A. In 1953 this number rose to 151, 64 of whom were studying at universities. The Department of Education has also established two primary schools in Bombay, India, to cater for the boys and girls of the Arab community there.

TRAINING AND STATUS OF TEACHERS

The teacher-training course provided at the al-Mubarakia school lasts three years and starts after the second secondary year. The curriculum covers the subjects taught at the secondary school plus the principles of psychology and teaching and the history of education. During the fifth year the pupils give occasional lessons to classes, under the supervision of a qualified teacher. Candidates completing this course are appointed as teachers in the primary schools. This arrangement is a temporary measure and it is planned to revise the course in such a way as to graduate teachers with a higher standard.

The Education Department in Kuwait has to rely to some extent on teachers recruited from abroad. The present situation of teachers in service is as follows: 426 non-Kuwaitis and 138 Kuwaitis. As an incentive to pupils to take up the teacher-training course, the Department of Education gives every student a monthly allowance of Rs.200 during his period of training.

Salaries of teachers are paid by the government and lodgings are provided for women teachers from abroad. Men teachers receive allowances for lodgings and other allowances are granted to all teachers with previous teaching experience.

SCHOOL WELFARE SERVICES

The Department of Education distributes one summer and one winter suit to every school boy and girl once a year. One meal per day is given at the schools and although the variety is limited it is expected to improve it once the central kitchen is in operation. A team of doctors and nurses is in charge of the medical services at schools and its work includes dental care and treatment of eye diseases. There is a scout movement in which pupils participate from the various schools.

TRENDS AND PROBLEMS

A five-year plan has been drawn up to meet the problems facing the educational development of the country. Prominent among the measures to be taken is the completion of the boys' secondary boarding school, which stands 4 miles from the town of Kuwait on a site of 600 acres. It is expected to accommodate 640 boarders. Plans have been formulated for a technical school which will also provide evening courses for semi-skilled workers. Problems still to be tackled are teacher training and compulsory education. The selection of pupils for schools has always been handicapped by the non-existence of birth certificates. As a temporary solution it is proposed to set up a medical committee to estimate the age of schoolchildren and issue certificates which would be recognized by the schools.

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SUMMARY OF SCHOOL STATISTICS, 1952/53

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
Boys' primary schools	20				
Girls' primary schools	13				
Secondary		570	175	10 893	3 705
Boys' secondary school	1				
Girls' secondary schools	2				
Vocational	4				

Source, Kuwait, Department of Education.

QATAR

Total population (1951 midyear estimate): 17,000.

Total area: 22,000 square kilometres; 8,500 square miles.

Population density: 1 per square kilometre; 2 per square mile.

Schools are administered by the Adviser to the Government of Qatar, acting on the general instructions of the ruler and after consultation with a local education committee. Help is obtained by regular visits of inspection by representatives of the British Council.

There is a primary school of two preparatory and four ordinary classes in Doha and the beginnings of a primary school at Khor. The Doha school has six masters and 240 pupils. The Khor school has two masters and about 90 pupils.

Funds have been allocated in the Capital Expenditure

Prepared by the British Residency, Bahrain, in May 1953.

Programme over the next three years to cover the conversion of the present primary school into a secondary school and for the building of two new primary schools, an artisans' training school, a boarding house and staff accommodation. Full budgetary provision will be made in the 1954 and subsequent budgets to cover the running of the above plan. The funds available are sufficient for all possible requirements.

The curricula are similar to those used in Egyptian schools, with modifications to suit local conditions.

TRUCIAL OMAN

Total population (1951 midyear estimate): 80,000.

Total area: 15,000 square kilometres; 5,800 square miles.

Population density: 5 per square kilometre; 14 per square mile.

Population within school age limits 6-13 (1952 estimate): 16,000.

Enrolment within school-age limits (estimate 1952): 300.

Prepared by the British Residency in Bahrain in June 1953.

On the Trucial Coast as a whole education is still embryonic. The most advanced school is in Sharjah, which now provides free elementary schooling for about 60 to 70 boys between 6 and 13 years. There is also a girls' class with about 20 students. A year ago there were about 100 to 120 pupils in all, the fall in numbers being due to the steady stream of emigrants who have left the Trucial Coast for Bahrain, Kuwait and Qatar. The administration of this school is entirely in the hands of the ruler, who spends approximately Rs.5,000 a year on it, Rs.3,000 on the salaries of the two masters, the remainder on water, stationery, slates, rush mats, etc. The curriculum consists of

reading (secular and Koranic), writing (including dictation), grammar, arithmetic, general Islamic studies and English (for the fourth form only).

At Dubai, the largest and most important of the towns on the Trucial Coast, there are two free elementary schools run by the ruler, each with about 300 pupils, and a small private school with about 30. There are no girls' classes. A total of some Rs.15,000 is spent annually on the two state schools, most of it on the salaries of the 10 masters. The curricula of these two schools are on the same general lines as in Sharjah, but more emphasis is placed on religious history and Koranic recitation, and there is no secular

reading. The private school teaches reading, arithmetic, etc. at a more advanced level and includes English.

In the other Trucial States except Ras al Khaimah—Abu Dhabi, Ajman, Umm al Qaiwain and Fujairah—there are no schools in the accepted Western sense, merely what are known as *kuttub*—groups of boys taught to recite the Koran by a mullah who sometimes teaches writing as well. In Ras al Khaimah there is a small, but apparently well-run school under a headmaster who includes English in the curriculum. No details as to numbers of pupils, expenditure, etc., are available in the case of these schools.

PUBLIC EXPENDITURE ON EDUCATION, 1951
(in rupees)

Total expenditure	} Sharjah	4 500
	} Dubai	15 000
General administration, inspection, etc.	} Sharjah	660
	} Dubai	8 760
Teachers' salaries	} Sharjah	3 840
	} Dubai	6 240

Source. British Residency, Bahrain.

Note. Official exchange rate: 1 rupee = 0.21 U.S. dollar.

UNITED STATES OF AMERICA

Total population (1952 midyear estimate): 156,981,000.

Total area: 7,828,000 square kilometres; 3,022,000 square miles.

Population density: 20 per square kilometre; 52 per square mile.

Population between the ages 7 and 16 (October 1951): 22,482,000 (compulsory school age limits vary among the states, as follows: 32 states, 7-16; 7 states, 8-16; 2 states, 7-17; 2 states 7-18; 3 states, 6-16, 17 or 18 respectively; and 2 states, 8-17 or 18, respectively).

Enrolment between the ages 7 and 16 (October 1951): 22,094,000

Pupil-teacher ratio in public elementary and secondary schools, 1949/50: 1 teacher for each 28 pupils enrolled; or 1 teacher for each 24 pupils in average daily attendance.

Enrolment of girls as a percentage of total enrolment: estimated 49 per cent in primary education.

Illiteracy rate (1947 estimate), 14 years of age and over: 3 per cent.

National income (1951): 277,600 million dollars.

Public expenditure on education (1949): 7,374 million dollars.

Prepared by the Office of Education, Washington, D.C., in March 1953.

LEGAL BASIS AND ADMINISTRATION

The principle of local self-government is strong in the United States. The Constitution of 1789, after delegating various governmental powers to the National Congress, without specifically mentioning public education, then stipulated that powers not so delegated are reserved to the several states of the federal union, or to the people thereof. Thus it is that public education is today regarded as primarily a responsibility of the states, and there are 48 state systems of education provided for in the respective state constitutions.

Forty-eight States

The states, while possessing plenary power in the matter, and retaining certain regulatory, supervisory, and leadership functions with respect to it, delegate much of the responsibility and authority to smaller units known generally as local school districts, of which there are some 75,000 in the United States as a whole. They vary in size from small rural districts maintaining only one elementary school and employing only one teacher and having only a handful of pupils, to large city school districts having thousands of pupils. The largest is the school district of the city of New York, with some 40,000 teachers and more than one million pupils in the elementary and secondary schools.

Autonomous Local Districts

A great majority of the local public school districts are themselves distinct public corporations, possessing a corporate identity apart from that of the city or other local governmental unit, though their geographic boundaries sometimes coincide with, or are nearly coterminous with, those of a city, township, or county. The local school corporations are each headed by a board of education or 'school board' whose members are usually elected by popular vote, but in relatively few instances are appointed

by the mayor of the city or other local governmental authority.

The local board of education generally is given by the state statutes the power to levy taxes for school purposes, within limits established by the state. (In some states and cities the local board of education has merely the power to prepare the annual school budget, and transmit it to the tax-levying authority of the city or other local governmental unit; but in many of these instances the levying of the necessary taxes, when properly budgeted, is virtually or actually mandatory.) Viewing the nation as a whole, somewhat more than half of the funds for the maintenance and operation of local elementary and secondary schools are obtained from these locally levied taxes. Thus the local school district is the basic unit for the fiscal support as well as the administration of elementary and secondary schools.

The local board of education appoints a superintendent of schools (who is professionally trained for that responsibility), and generally upon his recommendation appoints the teachers, and (as the size of the district may require and make feasible) the appropriate staff of supervisors, principals, specialists, and other auxiliary non-teaching personnel. All members of the professional staff are required to possess specified qualifications for their respective positions as set up in a system of certification operated by the state department of education. In the larger local school districts the staff usually includes in addition to the teachers and supervisors in the various fields of instruction, a business officer and assistants, and specialists in school health, nutrition, school psychology, recreation, visual aids to instruction, library service, and others.

Salaries and promotions are determined by the local board of education usually within limits established by state law in the case of districts receiving financial aid from the state; but usually the board is free to supplement salaries from locally levied funds when it is able to do so and deems that to be in the interest of better schools. Many states and cities have tenure statutes protecting

superintendents and teachers from arbitrary dismissal; and every state now has a retirement system for the disabled and superannuated.

The State Departments of Education

Every state has a chief state school officer. In a majority of the states he is elected by the people of the state for a term of only two years or four years (an anachronism), but in a growing number of states he is appointed by a state board of education and must possess high professional qualifications. He is head of a state department of education which commonly includes specialists in school finance, school buildings, the certification of teachers, and the several fields and levels of instruction, including also such 'special' fields as vocational education, physical education, the education of the handicapped, and others. There is usually a staff of supervisors or consultants of local schools, but the function of the state department of education is regarded as advisory and inspirational rather than inspectional or regulatory; to provide professional leadership accompanied by a minimum of coercion, and to stimulate improvement by methods of reasonable persuasion and generous co-operation; to provide services to the local school systems which they have a right to expect from a state-wide educational agency which is in a position to study and report upon the developments and trends in the entire educational system of the state, as well as the educational world as a whole, and to recommend changes in keeping with the changing demographic, economic, and industrial environment.

The National Office of Education

Since 1867 there has been a national Office of Education, headed by the Commissioner of Education, appointed by the President of the United States. This office has no administrative authority over public education in the states and local school districts; its functions are statistical, informational, and advisory, except as provided by special acts of Congress for the provision of financial assistance to states and local communities. Since 1939 the Office of Education has been one of the several bureaux composing the Federal Security Agency, whose other components are concerned with various aspects of public health and social welfare. The Office of Education now includes a division of international education which is responsible for facilitating various programmes of international interchange of teachers, students, specialists, and trainees; technical educational assistance to other countries; interpretation and validation of academic credentials; research and publication in the field of world-wide comparative education; and relations with international educational and cultural organizations. The Office of Education devotes a large part of its efforts to the improvement of education at all levels throughout the United States by wholly non-coercive methods, such as research studies and surveys, publications, conferences, consultative services, and the provision of information and advice upon request.

Limited Financial Support from the National Government

Although there is no national control of education in the states, the national Congress appropriates sums of money currently amounting to about 3 per cent of the annual operating cost of public elementary and secondary schools in the nation as a whole. These appropriations are for the partial support, in co-operation with the states, of vocational education and for meeting certain other specified needs—school lunch programmes, the construction of school buildings and current operating expenses in local school districts which are unable to provide sufficient school facilities because of sudden and large augmentation of their population by reason of the location of large national establishments, of the armed services or other federal governmental activities within their borders. Such situations place them under the double disability of overwhelming increases in school population coupled with removal of large parts of their territory from their local taxing jurisdiction.

Partial Support from the Forty-eight State Governments

In the nation as a whole about 57 per cent of the annual operating cost of public elementary and secondary schools comes from taxes locally levied by local school districts (chiefly *ad valorem* property taxes), and about 3 per cent is supplied by the national government. Some 40 per cent of the annual cost is provided by the state governments from their general funds, coming largely from state sales taxes and state income taxes. State funds, in many states, are apportioned among the local school districts in accord with objective formulae. These ordinarily take into account the number of children and the ability of the local district to raise funds from local sources, so that poorer communities receive larger amounts of state funds per schoolchild than do the wealthier communities. Thus a certain equalization of educational opportunity is achieved without sacrificing the principle of local responsibility for the control of schools. Several states also have schemes known as 'foundation programmes' whereby every school district in the state receives a uniform sum per pupil, in addition to the 'equalization' programme. The proportion of financial support from state sources varies greatly from state to state, from less than 5 per cent in some to as much as 80 per cent or more in other states.

Decentralization, Variety, Flexibility

The whole vast scheme of the organization and support of public education constantly undergoes gradual change as to its details, but the central principle of local control of schools through locally elected boards of education is likely to endure. The local school district provides the financial support of education to the extent that it is able, by local taxation and local bond issues for the erection of school buildings. Bond issues are approved by vote of the people of the district. The school is a community institution, open to the children of all the people, and the people have a sense of ownership in it and an affection for it, as well as a high degree of legal control delegated to them by the state.

Each of the 48 states has legal authority over public education, and each has constitutional and statutory provisions prescribing the general outlines of its own system of public schools. This is in all cases a decentralized system, though in somewhat varying degrees, which develops gradually to meet the needs emerging under changing conditions, such as growth and shifting of population, economic development, and industrial and social changes. Some features, such as a prescribed minimum length of school year, the age limits for compulsory school attendance (now ages 6 to 16 in most states and 6 to 18 in some states), health safeguards such as compulsory vaccination, and stipulated minimum qualifications for teachers, are generally made mandatory under state law; others, such as certain prescribed parts of the curriculum and other minimum standards of instruction, are often embodied in administrative regulations issued by the state departments of education; and a great many others, not the same in every school, are developed by local initiative, encouraged and aided by the informational and advisory services of the state departments of education and the national Office of Education.

The relations between the institutions of higher education and the elementary and secondary schools are closer than in many other countries, because the preparation of teachers for the schools at all levels is increasingly carried on in universities, and the many teachers' colleges are increasingly recognized as institutions of university level. All these institutions afford their student-teachers practice in teaching in elementary or secondary schools, and their faculties of education conduct surveys and perform a variety of informational and advisory services for local school districts in their respective states.

Non-public Schools

Although school attendance between specified ages is compulsory in every state, children are not compelled to attend public schools. The requirement may be fulfilled by attendance at a private school chosen by the child or his parents, provided the school meets standards prescribed by the state. The principle of freedom of choice in the intellectual and religious realms is vigilantly preserved. Every state permits private schools to operate, and has statutes providing for the chartering and regulation of such schools, leaving them a wide sphere of autonomy. This adds to the diversity of the whole system—a diversity which is allowed and encouraged in a free pluralistic society because it is from mutations and deviations that progress comes.

In the nation as a whole, about 11 per cent of all elementary and secondary schoolchildren attend private schools, the percentage varying considerably from state to state. About 80 per cent of these schools are under Roman Catholic auspices, about 10 per cent are affiliated with Protestant denominations, and about 10 per cent are non-sectarian. Financial support of private schools comes chiefly from religious bodies, from endowment funds and private gifts, and from tuition fees. Most of the states have constitutional provisions prohibiting the appropriation of public money to private schools. This is not true of a few of the older states along the eastern

seaboard. In several states pupils in private schools receive certain public services which are available to pupils in all schools—such as school lunches, free school health and welfare services, free textbooks (only such as are free in public schools), and transportation from home to school in public conveyances.

Non-public schools of the various types are organized as to levels of instruction in a manner generally paralleling the organization of public schools, and pupils may and do transfer freely between public and non-public schools.

ORGANIZATION

The schools may, in general, be classified on three levels—elementary, secondary, and higher—but there are also schools for adults, vocational schools, and schools for children who have special problems or needs.

Nursery schools, for children between the ages of 2 and 4 years, are relatively few in number and enrol a very small percentage of the children of those ages. Kindergartens are maintained in practically all large cities and in many small cities and villages. About one-half of the 5-year-old children are enrolled in school.

Primary Education

Where kindergartens are not maintained, children generally enter the first grade at about the age of 6 years. Elementary schools usually have either six or eight grades. The six-year elementary is followed by a six-year secondary school and the eight-year elementary by a four-year secondary school. The type of organization is determined by the school board of the locality. More than 98 per cent of the children of elementary school ages, 6-13 years, are enrolled in school.

In the elementary schools the common practice is to have one regular teacher for each grade or group. In such subjects as music, art, and physical education, there are frequently assisting teachers or consultants. In small rural elementary schools one teacher may teach two, three, four, or even all of the elementary grades. The number of one-teacher and other small schools has been steadily decreasing as more pupils are being transported to larger schools.

Secondary Education

In the secondary school field there is a variety of types of organization. About 40 per cent of secondary school pupils are enrolled in the four-year high school which is preceded by an eight-grade elementary school. The undivided junior-senior high school, usually a six-grade school preceded by a six-grade elementary school, enrolls one-fourth of all secondary pupils, while the separately organized three-year senior high school enrolls the remaining 35 per cent. Eighty-two per cent of the children 14-17 years of age are enrolled in school. Each type of school is usually housed in a separate building administered and supervised by a principal.

Secondary schools are organized on a departmental plan; that is, each teacher has one subject or several

related subjects, and may in the course of a school day meet 150 or more pupils. In the larger high schools there are often departmental heads for such subjects as English, mathematics, science, social studies, foreign languages, etc. There may also be deans of boys and of girls, and organized guidance and health services.

Publicly supported vocational secondary schools or classes offer instruction in four fields—agriculture, the trades and industries, home economics, and business education, including distributive occupations, through three types of classes: full-time day school; part-time classes for employed persons, including co-operative programmes with industry; and evening classes for adults, workers, and homemakers.

Higher Education

Higher education, in general, consists of two broad fields: liberal arts and professional. Study during the standard four-year liberal arts course (leading to the degree of bachelor of arts or bachelor of science) is known as 'undergraduate' work. The first two years of undergraduate study have come to be known as 'junior college' or 'lower division' work, and are offered not only in the standard colleges and universities, but also in some 500 separate two-year institutions, known as junior colleges or 'community colleges'. Some of these confer a two-year credential usually named 'associate in arts'. Usually the junior college work is equivalent to the first two years of the four-year college course, but many junior colleges also offer two-year terminal courses designed as preparation for skilled occupations or 'semi-professions'.

Study beyond the bachelor's degree is known as 'graduate' work. Completion of a minimum of one year of graduate study, very often including a written thesis, leads to a master of arts or master of science degree. Beyond that point, a minimum of two additional years of graduate study, including research work, passing an examination showing a reading knowledge of two modern languages other than English, and the preparation of a dissertation based on original study and research, and passing written and oral examinations on the candidate's field of concentration, are necessary to earn the doctor's degree. This is in most cases the degree of doctor of philosophy, though the candidate's field of concentration may be in one of many academic or scientific areas not included within the field of philosophy as a department of instruction.

Preparation for the various professions, such as law, medicine, dentistry, engineering, teaching, theology, agriculture, veterinary medicine, pharmacy, forestry, business administration, journalism, and others, is offered in professional schools, most of which are constituents of universities (i.e., a university composed of an undergraduate college of liberal arts, a graduate school, and several professional schools); but some of them are separate institutions confining their work to a single profession.

Schools of law, medicine, theology, dentistry, and veterinary medicine require from two to four years of liberal arts study prior to admission. The other professional schools, with some exceptions, require only high-school graduation for admission. The length of the professional course is generally four years (in law, three years; in some

schools of pharmacy, three years). Completion of the course leads to a professional degree, such as doctor of medicine, bachelor of laws, bachelor of business administration, doctor of veterinary medicine, and so on. Professional study beyond the first professional degree is available at some of the institutions, and is commonly called post-graduate work. In some instances this work is organized to lead to a higher degree. For example, some schools of law offer one or two years of post-graduate work for the degree of master of laws, and some offer two or three years for the degree of doctor of juridical science.

Generally each institution of higher education in the United States is governed by a board of prominent citizens from various walks of life, who collectively constitute a corporation whereby the institution has a legal personality. The governing board appoints a president or chancellor who is executive head of the institution, to direct its operation and policies subject to the board's approval. Sometimes he is a former professor or scientist, but often he is a former businessman, clergyman, or lawyer. The schools, colleges, divisions, and institutes composing a university are headed by deans and directors. Instruction, research, and extension are carried on in several subject-matter departments, of which the larger universities often have 60 or more. Members of the teaching staff are generally of four grades: professor, associate professor, assistant professor, and instructor. Each department is headed by a professor who is responsible to the dean.

More than two-thirds of the 1,800 universities, colleges, and junior colleges in the United States are non-public—either denominational or non-sectarian, and, with few exceptions, receive no direct financial support from governmental sources (in recent years, some of them are receiving substantial contract payments for research projects from the national government).

Most of the public universities and colleges are owned and largely supported by the several states, each of which has from 1 to 20 or more. Only a few are municipal institutions (largely supported and controlled by a city). Although the public institutions are no more than half as numerous as the non-public ones, the aggregate student enrolments in each of the two types are nearly equal. Each type of institution includes a great variety, from small junior colleges to the largest and most famed universities.

Among the state institutions, a great role is played by the so-called land-grant colleges and universities, of which there are 69 in the states and territories. They were founded one by one over a long period from 1863 to 1922 by the states, under the terms of an act of the national Congress in 1862 (the Morrill Act), whereby each state and territory was given 30,000 acres of public lands for each of its senators and representatives in Congress, to be used for the endowment of at least one college, where, without excluding other liberal, classical, and scientific studies, and including military training, a principal object should be the instruction of 'the industrial classes' in 'agriculture and the mechanic arts'.

From 1890 onward there was a subsequent supplementary series of acts of the national Congress making modest annual appropriations towards the support of specified enterprises at these institutions, such as the preparation

of teachers of vocational agriculture and home economics, maintenance of the co-operative federal-state-county agricultural extension service, and others. Thus the tradition of federal partnership in the financial support of education continues.

The 69 land-grant institutions vary widely in size and scope. In about half of the 48 states this institution is now the state university, and some of these, such as the Ohio State University and the state universities in California, Illinois, Minnesota, and Wisconsin and others, are among the world's largest and most renowned universities. Approximately forty of the land-grant institutions, including 17 in the south-eastern states attended by Negroes exclusively, are separate institutions existing usually in a state having another and separate state university, and, in the case of the south-eastern states, another and separate land-grant college. These state colleges also vary widely in size and scope. Some are relatively small institutions offering little more than undergraduate courses in agriculture, home economics, and some branches of engineering. Others, such as the state colleges in Michigan, Iowa, Oregon, and Purdue University in Indiana, are in fact large cosmopolitan universities including graduate schools of high repute.

The existence of many institutions of many types is characteristic of a free society having great faith in higher learning. At least one person out of every five of college age (18 to 21) in the United States is a college or university student. In the autumn of 1952 the 2,148,000 students in universities, colleges, and junior colleges in the United States composed nearly half of all the students in institutions of higher education throughout the world.

Teacher Education

During the latter half of the nineteenth century there grew up a considerable number of normal schools for the preparation of elementary school teachers, admitting high school graduates and offering a course of one, two, or three years leading to a diploma. Nearly all of these have now extended their courses to four years, leading to a bachelor's degree in education, and many of them have added co-ordinated divisions of liberal arts offering the degree of bachelor of arts. Some offer a fifth year of study leading to a master's degree. Many prepare secondary

school teachers. Quite generally names have been changed from normal school to teachers' college or state college, or even state university (as in the cases of two former normal schools in Ohio), and this type of institution has changed from being a narrowly specialized school offering a short course and a restricted curriculum and has become broader in concept, offering a full four- or five-year curriculum of both liberal and professional content—in fact, a university in microcosm.

Many states have systems of from 4 to 10 or more of these institutions, which in addition to preparing teachers of the general subjects, also divide among themselves the task of educating teachers of the various special subjects: one stressing physical education, one music, one fine arts, one industrial arts, one home economics, and so on.

The preparation of teachers of vocational agriculture, home economics, and other branches of vocational education is carried out in the land-grant colleges and universities; and both the state universities and the large non-public universities educate in their colleges of education and graduate schools increasing numbers of teachers for all levels, as well as school administrators. The independent liberal arts colleges also usually have departments of education offering enough courses for prospective teachers so that such students can meet the state certification requirements upon graduation from the four-year liberal arts course.

The salient characteristic of teacher education in the United States is that it has discarded nearly all semblance of the narrow low-level specialization, and has become a university-level liberal and professional course leading to the bachelor's and master's degrees for teachers at all levels from kindergarten upward. In the large universities it also extends to the level of the doctorate. These advanced graduate courses are as yet pursued chiefly by prospective school administrators, research workers, and college teachers; but there are indications that the doctor's degree may eventually become common among elementary and secondary school teachers as well.

Exceptional Children

There are many children for whom some adjustment must be made in the regular school programme because of a mental, physical, or emotional condition deviating seriously

GLOSSARY

college: a college, sometimes forming part of a university, offering post-secondary courses in *arts and sciences*, or *engineering* or *agriculture*, *forestry* and *home economics*, or *commerce*, or *teacher training*, with some colleges offering more than one of these programmes.

elementary school: primary school, sometimes with pre-primary classes attached; two types, six-grade and eight-grade.

high school: secondary school with general

and/or vocational programmes; four types, junior high, senior high, junior-senior high and four-year high, depending on school plan adopted.

junior college: non-degree-granting college equivalent to first two years of college and offering *general* or *technical* or *arts and sciences* courses.

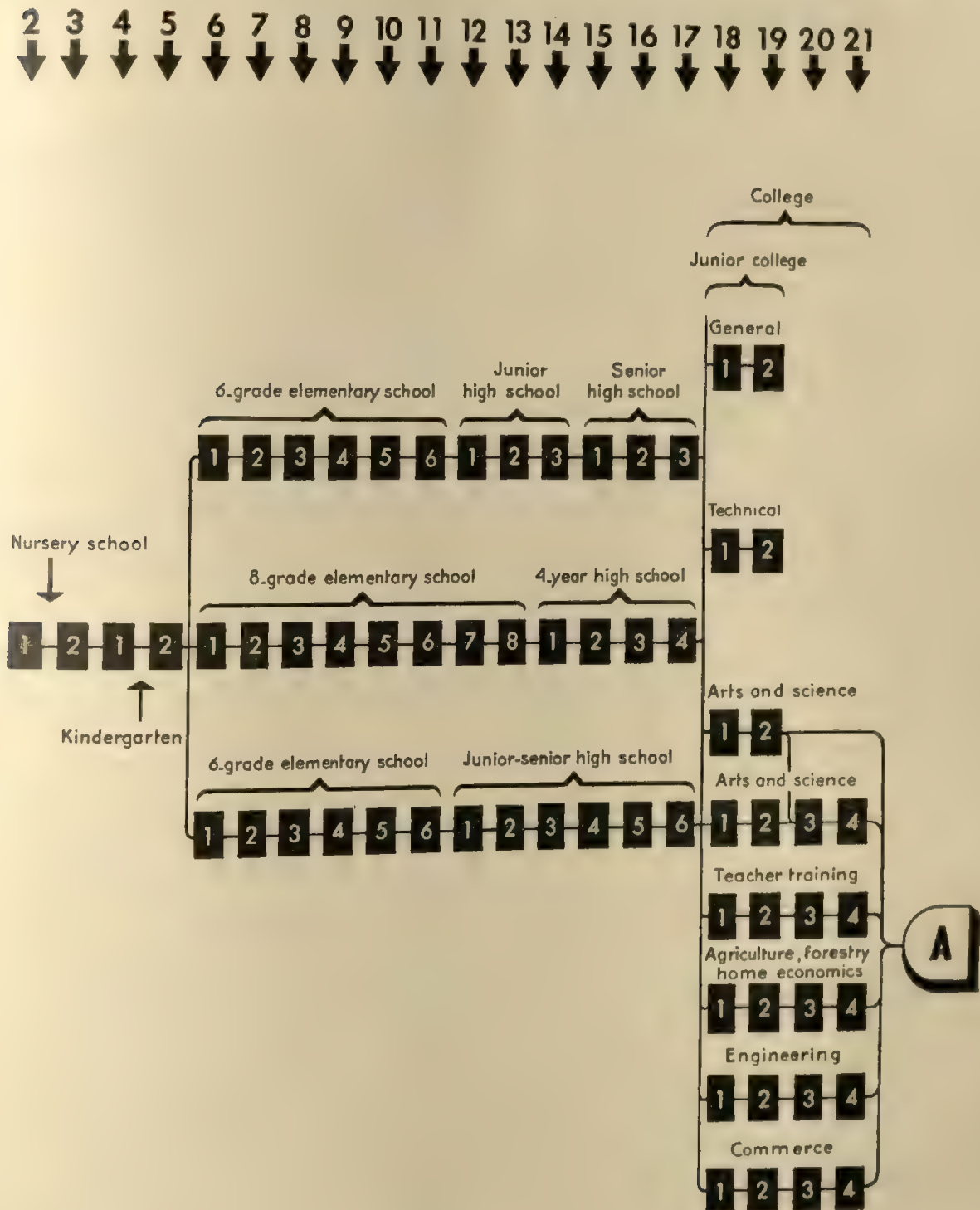
kindergarten: pre-primary school or pre-primary classes forming part of a primary school.

nursery school: pre-primary school for very young children.

HIGHER EDUCATION

A. *Graduate school*: major division of a university offering specialized higher education (*engineering*, *medicine* and *surgery*, *dentistry*, *law*, *theology*, *art*, *sciences*, *letters*, *philosophy*, *commerce* and *business*, *social work*, *education*, *pharmacy*, *veterinary medicine*, *librarianship*, etc.) to students who have already obtained their bachelor's or first professional degree.

DIAGRAM



from the normal. These are: (a) the blind or partially seeing; (b) the deaf or hard of hearing; (c) crippled children; (d) delicate children or those of lowered vitality; (e) speech-defectives; (f) the mentally retarded; (g) the epileptic; (h) the socially maladjusted; and (i) the mentally gifted. These children are taken care of by (a) the residential or boarding schools, which are generally reserved for the most serious cases; (b) special day schools or classes, which the children attend as they would any other day school; (c) special curriculum or other adjustment in the regular class; and (d) clinical facilities for the study of serious problems and application of remedial procedures. In addition educational activities are carried on in many hospitals and homes for crippled or otherwise physically incapacitated children.

ADULT EDUCATION

Adult education in the United States is carried on by a variety of both public and private agencies and for various education levels. Public adult education is provided at the elementary and secondary levels by means of: (a) evening classes; (b) continuation schools for pupils leaving school before reaching the age covered by compulsory school attendance laws; (c) day and evening schools for Americanization classes; (d) part-time vocational classes for instruction in job-related subjects, and short unit courses in agriculture for out-of-school farm youth and in home-making for girls and women; and (e) community centres. Privately controlled enterprises such as the Young Men's and Young Women's Christian Associations, civic clubs, service organizations, radio stations, etc., are active in the adult education field. Education at the adult level for trades and industries and the arts is to a large extent provided by private schools. Publicly and privately-controlled universities and colleges offer extension and correspondence courses at the higher education level, and private correspondence schools provide courses at all levels.

SCHOOL BUILDINGS AND EQUIPMENT

School buildings for the elementary and secondary schools vary in size from one room to those housing as many as 9,000 pupils, while the largest university enrolls 47,000 students. Adjacent spacious play fields are considered essential for all schools. The large majority of schools have auditoriums, gymnasiums with shower facilities and dressing rooms, and workshops and laboratories for vocational training. Science laboratories are essential for secondary schools and institutions of higher education. Most schools have libraries or at least book collections. In some instances the public library, or one of its branches, is housed in the public school building. The very large schools are often designed with rooms for audio-visual education, dramatics, speech training, music, and band and orchestral work. Where practicable, equipment such as motion picture machines, seats, etc., are movable so that they may be transferred from room to room. The tools and supplies of instruction,

including textbooks, paper, pencils, etc., are frequently supplied free of charge in public elementary and secondary schools.

School buildings are used extensively after school hours for adult education, youth clubs, community meetings, and many other public events.

STATUS OF TEACHERS

Teacher certification practices and requirements vary greatly among the states. The state board or department of education, or a state examining board, issues certificates to public elementary and secondary school teachers in practically all of the states. Forty-four of the 48 states require at least a bachelor's degree as a prerequisite for certification to teach in high school; 42 states require at least graduation from normal school or two years of college work for elementary school teachers, and 21 of these 42 require a bachelor's degree. Requirements for employment are usually somewhat higher than requirements for certification, especially in cities, experience being considered an important factor. After a teacher has met the certification and employment requirements, he may apply: (a) directly to the superintendent of the school system in which he is interested; (b) to the placement office of the institution of higher education where he received his teacher training; (c) to the state department of education placement service in the states where such service is available; or (d) to the private national or regional teacher placement agencies.

All states have some legislation affecting teacher welfare: all states make provision for teacher retirement; 35 states report some type of state-wide provisions governing dismissal of teachers; a majority have minimum salary schedules; and 19 report state-wide sick leave benefits.

HEALTH SERVICES AND PHYSICAL EDUCATION

Practically all state departments of education furnish leadership in the fields of school health service and physical education. The local school or school system, however, is essentially responsible for planning and carrying out its own programme.

The schools work with the children, parents, physicians, dentists, and public health departments in the health service programme. Emphasis is placed on determining the health status of each pupil, encouraging the correction of remediable disabilities, and helping pupils understand the importance of living healthily. The tendency is towards complete periodical physical examinations for all school-children. In successful school health programmes, the school, the community and the home work together.

There is an upward trend towards a daily period of physical education. Among the objectives of physical education are: (a) physical development; (b) the acquisition of useful skills in a wide variety of games, rhythms, sports, and other physical activities; (c) social growth through development of good sportsmanship and ability to get along with others; and (d) skill and interest in a wide variety of leisure activities which will bring satisfaction during childhood, youth, and adulthood.

THE ROLE OF YOUTH GROUPS IN EDUCATION

The Future Farmers of America, The New Farmers of America, The Future Homemakers of America, and the New Homemakers of America are national associations made up of secondary school pupils who are studying agriculture or homemaking. The primary aim of the Future Farmers and New Farmers is the development of agricultural leadership, co-operation and citizenship. The goal of the Future Homemakers and New Homemakers is 'learning to live better today in order that our lives and those of our families may be better tomorrow'. Their projects often deal with community nutrition, home improvement, safety, care of children and recreation. Membership is voluntary in all of these organizations.

Another and larger organization for farm boys and girls, not limited to students of agriculture or homemaking, but affording out-of-school practical education in those fields by means of the 'project' method, is the National Four-H Clubs, sponsored by the federal-state-county Co-operative Agricultural Extension Service, which maintains county agricultural agents and home demonstration agents in virtually all rural counties.

For young people in cities, towns, and villages, as well as on farms, there is a variety of organizations, such as the Boy Scouts of America, the Girl Scouts, the Campfire Girls, the Boys' Clubs of America, the Young Men's Christian Associations, the Young Women's Christian Associations, and many local groups.

SPECIAL PROBLEMS AND RECENT TRENDS

Substantial increases in the birth rate in the United States, through the nineteen-forties and up to the present, have made it certain that the school population will expand rapidly during the next decade. Thus expansion of teaching staff and school building facilities will be necessary.

There is also a tendency to extend the period of elementary and secondary education at both ends; i.e. at the lower end by providing ampler facilities for kindergarten and nursery school education, and at the upper end by affording more general access to local junior colleges whose two-year course is in a sense a capstone of secondary education, and which, by locally serving large numbers of high-school graduates, can relieve the universities of congestion in their lower classes.

Increased enrolments in higher education will become steep at about the middle of the present decade, and will continue at least until 1970. The people who will then be of college age are already in being; and the proportion of persons of college age actually attending college tends to increase from year to year.

Financing education at all levels requires continuing ingenuity in devising schemes for assuring an increasing measure of equality of educational opportunity. The states continue to give increasing support to elementary and secondary education, and in the long run the contributions of the national government will undoubtedly be enlarged. National administrative control of education is not in prospect, however; and the self-governing local unit will continue to be the prime element in the administration of public education in the United States.

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1. SUMMARY OF SCHOOL STATISTICS, 1949/50

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Kindergarten, public	...	1 ...	1 ...	1 034 203	502 239
Kindergarten, private	...	1 ...	1 ...	133 000	64 589
Primary					
Elementary, public	128 225	589 578	536 653	18 370 490	8 884 481
Elementary, private	10 375	76 087	70 605	2 574 777	1 272 936
Federal schools for Indians ²	...	1 548	1 035	36 703	18 168
Secondary					
Secondary, public	25 542	324 093	182 050	5 706 734	2 894 747
Secondary, private	3 331	42 184	25 691	672 362	355 502
Non-collegiate departments of colleges	...	5 816	2 785	73 844	33 510
Higher					
Higher, public	641	87 707	21 245	1 354 902	422 815
Higher, private	1 210	102 646	23 247	1 304 119	383 138
Special					
Residential schools for exceptional children	444	5 919	4 771	63 137	24 663

Source. United States. Office of Education.

1. Teachers in kindergartens are included in the number shown for elementary schools.

2. Including secondary schooling.

2. PUBLIC EXPENDITURE ON EDUCATION, 1949/50
(millions of U.S. dollars)

Item	Amount
Total	7 374
Pre-school, primary, and secondary (general and vocational) education	5 838
Higher education (including teacher training, post-school and adult education)	1 174
Special education	26
Subsidies to private education (all levels)	317
Federal schools for Indians	19

Source. United States. Office of Education.

Note. Public expenditure in this table includes sums disbursed by national, state, local, including metropolitan, sources; capital expenditure, school transportation and equipment; and covers all groups of the population.

3. HIGHER EDUCATION, 1949/50

Faculty	Students enrolled	
	Total	F.
Total¹	2 659 021	805 953
Arts and science	1 366 770	468 724
Law	57 993	2 137
Medicine	31 131	2 484
Agriculture	59 705	1 192
Architecture	10 365	761
Commerce	217 028	28 395
Dentistry	12 527	424
Education	274 377	137 268
Engineering	228 914	908
Home economics	24 596	23 833
Nursing	20 123	19 870
Pharmacy	21 017	1 834
Others	140 183	36 779

Source. United States. Office of Education.

1. Includes special students not distributed by faculty. Students enrolled in more than one faculty are counted only once in the total.

Total population (estimated by territory of Alaska in 1952): 160,000.

Total land area: 1,479,057 square kilometres; 571,065 square miles. Population density: 0.1 per square kilometre; 0.3 per square mile.

Total enrolment: 17,944 in primary schools (excluding Alaska Native Service schools).

Total expenditure for territorial educational activities (1951/52): 7,510,914 dollars.

Cost per pupil (1951/52): 339.85 dollars (average).

Prepared by the Office of the Territories, Department of the Interior, Washington, D.C., in April 1953.

LEGAL BASIS

The Commissioner of Education is selected by the Territorial Board of Education and is its *ex officio* secretary. Local boards are elected within incorporated school districts and are empowered to perform all duties necessary to the maintenance and operation of schools, subject to the laws of the territory and the regulations of the Territorial Board of Education. All rural schools are the direct responsibility of the department.

The Alaska Native Service of the Department of Interior, United States Government, is responsible for schools for native children, Indian, Eskimos and Aleuts. The legal, administrative and financial responsibility is entirely that of the Federal Government.

The Territorial Board of Education is composed of five members, one from each of the four Judicial Divisions into which Alaska is divided, and one at large. Members are appointed on a non-political basis for overlapping terms of six years by the Governor subject to the approval of all the members of the Senate and House of Representatives of the Legislature in joint session assembled. The tradition of non-political appointments has been carefully observed since the creation of the board in 1917, and the high quality of education in Alaska is undoubtedly due in large measure to this governmental tradition and practice.

The Territorial Board of Education has been delegated wide powers by the legislature, the statute providing that it '... shall have supervision of the public school system of the territory ... together with such additional duties as are imposed by this act or by future legislation'. The principal function of the Territorial Board of Education is the formation of educational policies for the territory within the framework of the statutes relating to education. These policies are followed in the operation of the Territorial Department of Education, which is the administrative agency to make effective the laws pertaining to education.

In addition to the regular appropriations for the Office of the Commissioner of Education and for the support of public schools, the 1951 Territorial Legislature enacted 21 measures affecting the administration of the school system, teachers, and education in general.

Attendance at school is compulsory for all children between the ages of 7 and 16 who live within two miles of a school or school transportation route. Free public schools are provided in about 200 communities but smaller and

more isolated villages are still without schools. For some of these children free correspondence courses are supplied. Correspondence courses are arranged only when a local supervisor with a reasonable educational background is available.

ADMINISTRATION

The public school system (non-native) of Alaska is administered by a Commissioner of Education, Territorial Department of Education. The commissioner is the executive officer of the Territorial Board of Education. He is responsible for the general administration of territorial school law, territorial school budgets, certification of teachers, contracts for school transportation of pupils to centres of population, and the direct administration of rural schools.

The commissioner is responsible for an overall education supervisory programme for the territory. The department provides administrative assistance in schools operated by the Fish and Wildlife Service, and operates, by contract, eight schools on military bases and five 'Johnson-O'Malley' schools, i.e. schools covered by the Johnson-O'Malley Act (see below).

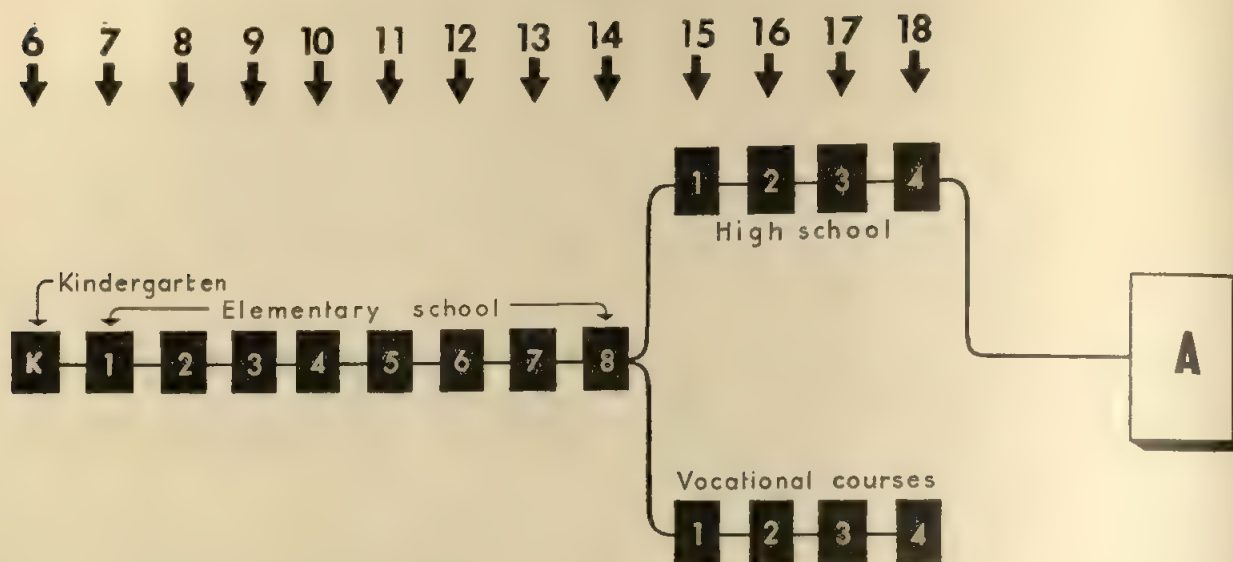
Local schools in one incorporated school district, 19 incorporated cities, and eight independent school districts are administered by superintendents and principals employed by the respective district boards of education. In general, the administrative organization of individual schools is patterned after that of schools in the United States.

School inspection is carried out by one or more of the four professional educators in the Territorial Department of Education. Alaska Native Service supervisors inspect the schools operated by that agency.

FINANCE

Funds for the support of schools in Alaska are obtained from the following sources: during 1950-51 about 10.6 per cent came from the territorial school tax; 2.4 per cent from the Alaska Game Commission, Forest Reserve Fund and other sources; and 87 per cent by direct appropriation from the general fund of the territory. In 1951-52 the school tax contributed 11.9 per cent; the Alaska Game Commission and other miscellaneous sources, 6.03 per cent; and direct

DIAGRAM



GLOSSARY

elementary school: primary school.
high school: secondary school.

kindergarten: the beginners' class in the
 nine-year *elementary school* course.
vocational courses: vocational training for

Alaskan natives at Mount Edgecumbe
 School.
 A. Higher education.

appropriation from the territory's general fund, approximately 82.07 per cent.

Funds for transportation, tuition, administration, and for the support of all rural schools are derived entirely from territorial sources. For the support of schools within incorporated districts, the territorial contribution in 1950-51 ranged from 62 to 85 per cent, the local effort ranging from 15 to 38 per cent. In 1951-52 the territorial share ranged from 57 to 85 per cent as compared to the 15 to 43 per cent furnished by the local district. The increase in local effort may be due to many factors such as higher teachers' salaries, higher utility costs, and an active building maintenance and construction programme.

Contracts with the Alaska Native Service were inaugurated in the 1951-52 school year. These contracts are made under the provisions of the federal law known as the Johnson-O'Malley Act. The 1951-52 contract covered five 'Johnson-O'Malley' schools and required that support on the basis of classroom units be paid by the Federal Government into the territorial treasury and that they be operated as though they were schools paid for by the territorial appropriation for schools outside school districts.

Schools for native children, administered by the Alaska Native Service, are financed entirely by the Federal Government. The military is responsible for the financial support of schools operated for children of military personnel.

Sections 37-11-1 through 37-11-3 Alaska Compiled Laws Annotated 1949 provide that all private, denominational and parochial schools in the territory shall make monthly and annual attendance reports and shall submit to the Office of the Commissioner of Education the qualifications of their teachers, and that such teachers shall be certified in accordance with rules and regulations of the Territorial Board of Education. It also provides that the Commissioner of Education shall give eighth grade examinations in these schools and issue diplomas to those who pass. Such diplomas will admit graduates to any high school in the territory.

The majority of private and denominational schools in the territory are elementary schools. These schools are operated by several different denominations and fall generally into two classes: day schools operated for children of the parish in the larger centres of population and boarding schools.

ORGANIZATION

Primary Education

Pre-primary schools are maintained by private agencies only and no information is available. Entrance to kindergarten is at or after 4 years and 10 months and to first grade

at or after 5 years and 10 months. All territorial district and rural schools and all independent schools follow the same course of study but vary the teaching techniques to fit the locality. All territorial schools use the same textbooks. All teaching is in English; special schools are set up for children with language handicaps. There is no differentiation in the school because of race or sex and no difference in the course of study between urban or rural communities. The course of study covers kindergarten through eight grades, or nine years, and the average age of leaving is about 14 or 15.

Secondary Education

Secondary schools cover four years, or grades 9 through 12. Secondary schools are not available in as many communities as primary schools, but they follow the same general pattern as given above for primary schools. Secondary schools are open to all, irrespective of sex or race, who have completed the primary school successfully.

Vocational Education

There are two vocational schools in Alaska, both at Sitka. One, the privately endowed Sheldon Jackson High School and Junior College, has a small shop and vocational training programme. The Mount Edgumbe School operated by the Alaska Native Service of the Department of the Interior has a substantial vocational training programme at the high school level.

In addition to the apprenticeship programme and the vocational training schools, a system of student-learner vocational training has been started. Under this plan students in the last two years of high school work two hours a day in an employer's establishment. They receive nominal wages and classroom credits and are under the supervision of the school as well as of the employer during this period of training. In the student-learner programme the employer is required to see that the youthful employee is given an opportunity to learn all of the various duties of the job so that by the time he graduates from high school, he is trained and able to step in as a full-time, experienced employee.

Higher Education

The University of Alaska is the only public institution of higher learning. Located near Fairbanks, it was established in 1935 and is a successor to the former Alaska Agricultural College and School of Mines. It is a fully accredited member of the Northwest Association of Secondary and Higher Schools and has the unique distinction of being the most northerly institution of higher education in the world.

The operating budget has expanded greatly with the expansion of services rendered by the university. From a total of \$848,000 in disbursements for operations reported for 1948-49, nearly all of which came from appropriations by the territorial legislature, the university budget has increased, principally through the addition of contracts and grants from the Federal Government, to the most recent budget of \$2,031,502 (biennium 1951-53). Of this latter total only 38 per cent now comes from territorial appro-

priations, 45 per cent is drawn from various federal sources such as grants and research contracts, 10.5 per cent from student fees, and 6.5 per cent from faculty rentals, gifts, sales of experimental farm products and miscellaneous.

In co-operation with the United States Department of Agriculture, the university maintains several agricultural experiment stations and operates an agricultural extension service.

ADULT EDUCATION

Adult education is carried on by the Extension Service of the Department of Agriculture through the university, and through the Department of Mines. No formal adult education is carried on with territorial funds. Local school districts and private agencies carry on a limited amount of adult education but statistics are unavailable concerning these programmes.

STATUS OF TEACHERS

The school code of the Territorial Department of Education requires a minimum of three years of training at an accredited college to qualify for the Alaska elementary teachers' certificate. Certificates will not be issued by the Commissioner of Education to persons under 18. High school teachers are required to be graduates of a standard four-year college or university. Both elementary and high school teachers must have completed a minimum of 16 semester hours in professional education courses.

The minimum salaries of teachers in the territorial schools, both town and rural, are fixed by a territorial minimum salary law, which provides for periodic salary increases. The salary ranges vary in different parts of the territory as follows: first judicial division, \$3,600-5,000; second and fourth judicial divisions, \$4,200-5,600; third judicial division, \$3,940-5,340.

Superintendents' salary ranges: first division, \$4,270-6,375; second and fourth divisions, \$4,970-7,075; third division, \$4,670-6,775.

WELFARE SERVICES

Any needy child under the age of 16 is eligible to receive aid whether living with his parents or with near relatives standing *in loco parentis* as defined by statute. A total of \$2,929,996.65 was appropriated for public welfare for the 1951-53 biennium by the territorial legislature.

Both white and native Alaskans are eligible for aid under the two territorial welfare programmes—the Juvenile Code and the Child Welfare Programme. General and medical assistance to white residents is administered by the Department of Public Health and the Alaska natives receive aid through the Alaska Native Service. The latter also provides foster home care for Alaska native children.

TRENDS

During the school year ending 30 June 1952 the Territorial Department of Education carried into effect an overall

supervisory programme. This included: the maintenance of minimum standards as set up in the course of study; encouragement of a reasonable amount of uniformity among the various schools, so that pupils would not suffer loss of grade or credits when transferred from one school to another; and work for the extension and improvement of the programme of studies.

The department hopes to improve the quality of teaching in the schools through enforcement of the present high standards of certificates for teachers, by providing an attractive salary scale for teachers, the maintenance of an adequate supervisory programme, and the establishment of a generous retirement allowance.

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- U.S.A. DEPARTMENT OF THE INTERIOR. *Information on the Territory of Alaska transmitted to the Secretary-General of the United Nations*. Washington, D.C., 1947-1952. 6 vols.

1. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
District schools	1 26	2 549	...	12 073	5 899
Rural schools	1 61	2 112	...	2 066	1 019
Johnson-O'Malley schools	5	7	...	157	67
Schools on military bases	1 8	2 98	...	2 660	1 303
Fish and Wildlife Service schools	1 2	2 6	...	123	53
Alaska Native Service schools	1 97	2 215	...	4 807	...
Private and denominational schools	1 14	2 47	...	865	408
Secondary (general and vocational)					
District schools	...	...	...	2 630	1 262
Rural schools	...	...	...	117	50
Schools on military bases	...	...	...	80	35
Fish and Wildlife Service schools	...	...	...	6	4
Alaska Native Service schools	...	...	...	425	222
Private and denominational schools	...	...	...	153	68
Higher					
University of Alaska	1	2 91	2 21	2 1 267	2 153

Source. Alaska. Territorial Commissioner of Education. *Report, School Biennium ended June 30, 1952*. Juneau, 1952.

1. Including secondary schools.
2. Including teachers of secondary classes.

3. 1950/51.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951/52
(in U.S. dollars)

Item	Amount
Territorial educational activities	7 510 914
Schools for native children	1 ...
University of Alaska	1 ...

Source. Alaska. Territorial Commissioner of Education.

1. The sum of 2,241,655 dollars was appropriated by the Territorial Legislature for the University of Alaska for the period 1951-53.

PANAMA CANAL ZONE

Total population (1951 midyear estimate): 42,000.
Total area: 1,432 square kilometres; 553 square miles.
Population density: 30 per square kilometre; 76 per square mile.
Total enrolment: kindergarten to grade 12 inclusive (February 1952): 9,740.
Enrolment of girls as percentage of total: 48 per cent approximately.

LEGAL BASIS

The basic statutory authority under which educational facilities are provided in the Canal Zone is Section 5 of Title 2 of the Canal Zone Code, appearing in the U.S. Code as the first sentence of Section 1305 of Title 48.

There is no body of school laws in the Canal Zone. The school system is governed by administrative regulations rather than statutory enactments.

The Canal Zone schools are open, free of tuition, to all residents of the Canal Zone, white and coloured; dependents of citizen army, navy and air force personnel; and to dependents of other citizen employees of the United States Government residing on the isthmus. Non-residents and others not entitled to free school privileges are admitted to the schools when room is available, on payment of fees.

ADMINISTRATION

The schools are administered under the immediate supervision of the Superintendent of Schools, subject to the general direction of the Civil Affairs Director as a part of the Civil Affairs Bureau of the Panama Canal. Finance comes from direct appropriations of the United States Congress.

ORGANIZATION

In the Canal Zone there are separate schools for white and coloured children. Education provided for white children includes a kindergarten; an elementary course of six years which covers the first six grades of traditional school work; a two-year junior high school course comprising the seventh and eighth grades; a senior high school course of four years that covers the work of grades 9 through 12; a junior college, which offers, in addition to the first two years of college work, extension courses for adults; and a four-year apprentice school for training craftsmen. The schools for white pupils open early in September and close nine months later.

The Canal Zone schools for coloured children include a kindergarten; a six-year elementary school course; a junior high school course with departmentalized courses at the seventh, eighth and ninth grade levels; an occupational

Public expenditure on education: 2,164,256 U.S. dollars.
Cost per pupil: 236.45 U.S. dollars.

Prepared by the Superintendent of Schools, Panama Canal Zone, in April 1953.

high school course covering the work of grades 10, 11 and 12; and a normal junior training college. Evening courses for adults are offered in the two occupational high schools. The coloured schools open early in August and close 10 months later.

Primary Education

The work of the first six grades in the white elementary schools is designed to give students a sound academic background in the fundamental subjects and to provide pupils with rich cultural experiences.

The greatest emphasis is placed on the teaching of reading, which is correlated in the higher grades with the teaching of social studies.

Other important basic subjects are arithmetic, language, literature, geography, history, spelling and penmanship. Cultural courses included in the curriculum are nature study, science, art and music. Health and physical education are also taught.

Revision of the curriculum has been under way for the past three years. The new course outlines are being worked out in accordance with the best prevailing practice in the United States. Courses are designed to meet the individual needs of Canal Zone pupils and to suit changing conditions.

The elementary schools for coloured children are organized in the traditional manner and include six years of basic academic work in reading, writing, arithmetic, social studies, science, language, spelling, penmanship, and physical education. The principal objective is to give the children a practical and well-rounded education at the elementary level. Reading, social studies and arithmetic are considered the most essential courses. Instruction in reading includes much practice and drill in speed and comprehension. Emphasis is placed on silent reading, especially in the upper grades. Objectives in all subjects are practically the same in the coloured as in the white schools. The coloured children probably get more formal drill work and less general cultural work than white youngsters. The aim is to make the instruction in the coloured schools as practical as possible. Emphasis in history is placed on world background, and straight United States history is not given the time that is allotted to it in the white schools. The same obtains for geography, greater stress being placed on general world geography than on specialized United States geography.

Very little reading material is available in the average Canal Zone Negro home and coloured children, therefore, do not get the chance to do the wide reading that is available to the typical white child of the Zone. The schools are doing all that is possible, with the funds available, to overcome this handicap by supplying reading material. School and classroom libraries are maintained in every school and children are allowed to take books home for reading. The classroom libraries have been so successful that it is planned to enlarge them as funds become available for this purpose.

Secondary Education

In order to bring about a closer articulation between the elementary schools and the senior high schools, two junior high schools are operated for Canal Zone white children, one at Balboa and the other at Cristobal. Principals of both schools report to the Director of Secondary Education.

The functions of the junior high school are: to provide a flexible programme of studies to meet the varied needs and interests of individual pupils; to assist pupils to make intelligent decisions regarding present educational activities and opportunities and to prepare them to make future educational decisions; to provide a gradual transition from pre-adolescent education to an educational programme suited to the needs and interests of adolescent boys and girls.

The coloured junior high schools offer a three-year programme of studies, which is similar to that of the white junior high schools except that the coloured schools provide much more practical work such as shopwork, cooking, and sewing. The programme has been worked out carefully in order that it will suit, as nearly as possible, the needs of local coloured boys and girls. It offers a chance of sound training in the academic subjects and also provides instruction in practical vocational courses.

The Division of Schools operates two senior high schools for white students, at Cristobal and at Balboa. Approximately four years are required to complete the senior high school course.

The functions of the senior high schools are: to provide thorough preparation to students who plan to attend college; to provide additional education to students who do not plan to attend college; to provide vocational courses to students who plan to enter commercial work or follow the apprentice programme of the Panama Canal.

Each senior high school has a guidance department which assists each pupil in arranging his programme of studies so that he can carry out his educational and vocational plans.

Vocational Education

The Division of Schools operates an apprentice school in which young men of American and Panamanian nationalities, who have won appointments to craft apprenticeships in the Panama Canal organization, receive technical instruction related to their craft. Only a limited number of appointments are made each year, and these are made from a register set up on the basis of a competitive examination open to American and Panamanian high school graduates.

The apprentice programme is administered under the direction of the Apprentice-Learner Committee appointed by the Governor. The superintendent of schools, who is a member of the committee, is specifically responsible for the overall management of the apprentice school. The apprentice co-ordinator is in direct charge of the apprentice school under the superintendent of schools. The apprentice co-ordinator, assisted by an apprentice instructor, is responsible for the planning, scheduling and teaching of the related technical work given to the apprentices while they are in school. During their apprenticeship the apprentices average four hours of school and 36 hours of shop work each week.

The La Boca and Silver City occupational high schools for coloured students were opened in August 1946. The objectives of these schools are to offer a programme of general education and college preparatory work up to and including the twelfth grade that will be open to all coloured children whose interest, efforts and abilities make it likely that they will benefit from additional secondary education, and to provide an educational programme of intensive vocational courses designed for those who can profit most from occupational training and who may wish to secure specialized training that will enable them to get jobs after they graduate from high school.

Although, in general, pupils are permitted under careful guidance to select their own courses, only students of superior ability are permitted to enrol in the business occupations curriculum. Eight curricula are offered, namely, wood fabrication, metal fabrication, motor service, printing and bookbinding, needle crafts, business occupations, distributive occupations and homemaking.

While the programmes of study for the occupational high schools were designed to meet so far as possible the specific needs of Canal Zone coloured youth, they are similar in basic time allotments for each of the major areas of learning to programmes of study offered by certain typical high schools in the United States.

Higher Education

The Canal Zone Junior College, at Balboa, is open only to white students. It was established in 1933 to provide general education and terminal courses for those who wish to complete their formal education in two years of work beyond the high school, and to provide courses which prepare students for entrance with full junior standing to accredited liberal arts colleges and to professional courses in American universities. The courses are organized in science-engineering, commercial, and liberal arts curricula. All students must pay tuition fees. Supplementing the regular day school, the college operates an extension division primarily for the benefit of employed adults.

SCHOOL WELFARE SERVICES

The Physical Education and Recreation Branch of the Division of Schools is responsible for all physical education, athletic coaching and playground recreation carried on in the elementary and secondary schools and the Canal Zone Junior College, as well as providing facilities, supervision

and instruction for adult recreation. It also conducts summer recreation programmes for adults and children in all Canal Zone communities.

REFERENCE

PANAMA CANAL ZONE. DIVISION OF SCHOOLS. *Annual report.*

1. SUMMARY OF SCHOOL STATISTICS, 1950

Level of education and type of school	Insti-tutions	Teachers		Pupils
		Total	F.	
Primary				
Public schools	16	175	141	6 396
Secondary				
Junior high schools	11	134	67	3 127
Senior high schools				
Junior-senior high schools				
Regular high schools				

Source. United States. Office of Education. *Biennial Survey of Education, 1948-50.* Washington, D.C., 1952.

PUERTO RICO

Total population (1952 midyear estimate): 2,226,600.
 Total area: 8,896 square kilometres; 3,435 square miles.
 Population density: 250 per square kilometre; 648 per square mile.
 Population within school age limits (1951 estimate): 706,300
 (6-12 years, 426,200; 13-15, 152,000; 16-18, 128,100).
 Total enrolment in public and private day schools (1950/51):
 454,900 (6-12 years, 312,600; 13-15, 100,700; 16-18, 41,600).
 Enrolment of girls as a percentage of enrolment in public elemen-
 tary day schools: 49 per cent.
 Illiteracy rate (1950, population 10 years of age and over): 24 per
 cent.

LEGAL BASIS

The school laws lay down that the Commissioner of Educa-
 tion is 'authorized and directed to establish and maintain
 a system of free public schools in Puerto Rico for the
 purpose of providing a liberal education to the children
 of school age, i.e. between the ages of 5 and 18 years; to
 establish higher institutions of learning, including colleges,
 universities, normal, industrial, mechanical and high
 schools, together with such other educational agencies as
 said commissioner may find necessary and expedient in
 order to promote the educational development of the
 Island

ADMINISTRATION

The Commissioner of Education, who is appointed directly

Total revenue, including general fund and special funds (1951/52,
 preliminary figures): 134,199,000 dollars.
 Public expenditure on education (expenditure by the Department
 of Education, 1951/52): 38.2 million dollars.
 Cost per pupil (1950/51): 64.50 dollars.

Revised by the Office of the Territories, Department of the
 Interior, Washington, D.C., in April 1953.

by the Governor of Puerto Rico with the consent of the
 Senate, is the head of the educational system of the island.
 He is also president of the Superior Educational Council of
 the University of Puerto Rico, executive officer and chair-
 man of the Insular Board for Vocational Education, and a
 member of many other commissions and boards.

The Department of Education comprises the following
 eight divisions: vocational education, vocational rehabili-
 tation and technical divisions, and divisions of finance,
 personnel and school planning, research and statistics,
 community education and school lunchrooms. They are
 headed by the two assistant commissioners, the senior
 administrative officer and five directors.

Puerto Rico is divided into 73 school districts, at the
 head of each of which is a superintendent who acts as the
 local representative of the Commissioner of Education.
 Each municipality also has a school director, who is appoin-
 ted by the mayor.

Finance

In 1951/52 the Department of Education appropriations included \$2,151,000 for capital expenses. In addition, the Federal Government granted assistance amounting to \$7,074,000 in four main areas: school lunch and milk station programmes, \$4,256,000; vocational education, \$486,000; veterans' education, \$2,092,000; vocational rehabilitation, \$240,000.

School Buildings

The total number of academic and vocational classrooms in 1951/52 was 7,877, of which 6,811 were government-owned and 1,066 rented. The Department of Education has since 1946 developed continuing school building construction programmes under which a total of 1,577 classrooms have been built. These vary in size from one-room school buildings to 30-room senior high school structures. At the close of the school year 1951/52 there were 537 rooms whose construction had been authorized and for which funds were available. Expenditure on the school building construction programme (sites, plans, construction) and on the purchase of equipment during the year 1951/52 amounted to \$785,000. In addition the Department of the Interior spent \$177,000 and the War Emergency Programme \$315,000 on the construction of school buildings.

ORGANIZATION

The public school system of Puerto Rico follows the 6-3-3 plan of organization, by which six years are spent in elementary, three years in urban junior high or rural second unit, and three years in senior high schools. Private schools, which are accredited and supervised by the Department of Education, follow with the 6-3-3 or the 8-4 plan.

Attendance at school is compulsory for six years (from ages 8 to 14).

The elementary school programme consists of: Spanish, community problems, arithmetic, English, physical education, art, and recreation (free play). Many of the rural elementary schools have a single teacher and only three grades as compared with six in the large urban schools. The curriculum of the urban junior high schools, which comprise grades 7 to 9, includes the following subjects: English, Spanish, social studies, mathematics, science, health, physical education, home economics or native handicrafts and industrial arts. The purpose of offering both academic and pre-vocational subjects is to broaden and extend the children's culture and to discover and develop their interests and aptitudes.

The programme for the rural junior high schools also includes both academic and vocational subjects, but emphasis is laid on the latter, which include home economics or native handicrafts for girls and agriculture or industrial arts for boys. As far as the academic part of the programme is concerned, the curriculum is similar to that of the urban junior high schools except that community problems are taught instead of social studies in grades 7 and 8.

The urban senior high schools (grades 10 to 12) offer

two major courses of study, general and commercial.

Seven-month courses for veterans comprising commercial, industrial and agricultural education were organized in 1949/50 and 1950/51, but, as one would expect, their importance is progressively diminishing.

In the sphere of vocational education, the school authorities are endeavouring to intensify the commercial, industrial and agricultural courses to meet the increased needs of the population. The Vocational Education Division of the Department of Education groups and coordinates the various vocational studies whether they come under the heading of agriculture, commerce and industry, domestic science, business education or industrial arts. Part-time courses and evening classes are given at the vocational schools as well as the regular full-time course.

Higher Education

The University of Puerto Rico, which is a state institution, was endowed with administrative and financial autonomy in 1942. It is administered by a council of six members who are appointed by the Governor with the consent of the Senate of Puerto Rico and presided over by the Commissioner of Education. The council elects the Chancellor of the University, ratifies his appointments of the department heads, and approves the general budget for education, which is provided by a special tax.

The university curriculum includes the following subjects: general studies, humanities, social sciences, public administration, social work, natural sciences, education, pharmacy, commerce, law, engineering and agriculture. The university seat is at Rio Piedras; the College of Agriculture and Mechanical Arts is at Mayaguez and the School of Tropical Medicine at San Juan. Higher education is also given at the Polytechnic Institute of Puerto Rico and at the College of the Sacred Heart. There are also free schools of music.

Many scholarships are granted to university students (1,349 in 1948). In 1949, the university sent 144 medical students and 52 other students to the United States or other countries to continue their studies. To this number must be added those who continue their studies elsewhere independently (850 in 1948).

ADULT EDUCATION

The Department of Education has two programmes for the education of adults: (a) extension activities, including evening schools, for adults and adolescents, and summer and evening high schools established for the most part in urban or semi-urban areas, and (b) the newer, community education programme which has thus far been limited to rural areas.

Free courses for adults are held in the elementary schools, the teachers receiving \$30 a month for two hours of daily classroom work. As the appropriation of \$50,000 was not sufficient to enable all the adult students who wished to complete the requirements for the eighth grade diploma, another type of school known as the eighth grade extension school was established. There are also evening high schools open to adults who possess the eighth grade diploma or its

equivalent. Special group schools have been arranged for veterans.

EDUCATION AND STATUS OF TEACHERS

Teacher training is provided by the University of Puerto Rico College of Education, Catholic University and the Polytechnic Institute.

Teachers are entitled to a pension at the age of 50, after 25 years' service. Pensions may be granted on grounds of age or physical disability. The administration may under certain conditions grant salary loans not to exceed two months' salary and home loans for construction or improvement of the home (\$5,000 being the maximum when the housing is for one teacher only and \$8,000 for two teachers).

SCHOOL WELFARE SERVICES

Great importance is attached to the serving of school meals. In 1949/50, the 1,504 school canteens served 32,373,770 free meals to 197,000 pupils.

Physical education has its part in the curricula at the three teaching levels, the rural schools having an advantage over the urban schools as regards available space. Many public and private institutions encourage the development of an athletic life for young people.

The Council of Vocational Education patronizes a number of youth movements such as Future Farmers of

America, Future Homemakers, Distributive Education Clubs of America, the Insular Federation of Diversified Occupation Clubs.

TRENDS

Primary importance is given by the school authorities of Puerto Rico to the question of school attendance by all children of school age. According to statistics, the total number of children between 6 and 12 years in 1949/50 was 394,948, while the number of children enrolled at public and private schools during the same year was only 289,357. That means that 105,591 children in this age range were not benefiting from school education. It is estimated that 1,760 additional teachers and an equal number of classrooms would be required to accommodate these children.

The Technical Division of the Department of Education has undertaken a series of studies and research to increase the efficiency of the school system and to assure greater co-ordination of the different programmes while giving them more flexibility.

Particular attention is given to the production of textbooks and teaching materials, to the access of a greater number of children to secondary education, to the teaching of English, to the amelioration of the rural secondary school programme, to the adaptation of vocational teaching to the needs of the community and to the school lunchroom programme.

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1. AGE, CLASS AND SEX DISTRIBUTION OF STUDENTS IN PUBLIC DAY SCHOOLS, 1950/51

Class		Ages									
		5	6	7	8	9	10	11	12	13	14
1	Total	697	15 673	27 304	18 917	9 251	4 796	2 347	1 246	617	235
	F.	368	8 158	13 717	9 096	4 347	2 208	1 070	485	236	70
2	Total	16	881	10 110	21 380	16 744	9 785	4 996	2 514	1 227	510
	F.	14	486	5 561	11 068	7 863	4 360	2 186	1 019	451	181
3	Total	—	54	802	8 193	16 916	15 173	9 406	5 245	2 544	1 240
	F.	—	25	474	4 690	8 888	7 318	4 307	2 212	968	436
4	Total	—	2	24	753	6 745	14 327	13 177	8 602	4 358	2 225
	F.	—	—	20	483	3 941	7 727	6 394	3 801	1 795	761
5	Total	—	—	1	41	648	5 618	12 159	11 365	6 873	3 891
	F.	—	—	1	25	411	3 288	6 574	5 353	2 926	1 451
6	Total	—	—	—	1	53	731	4 987	10 178	9 193	5 831
	F.	—	—	—	1	23	471	2 935	5 471	4 484	2 456
7	Total	—	—	—	—	—	31	746	4 509	8 077	7 635
	F.	—	—	—	—	—	22	454	2 467	4 043	3 460
8	Total	—	—	—	—	—	1	61	727	3 734	6 865
	F.	—	—	—	—	—	1	30	448	2 091	3 483
9	Total	—	—	—	—	—	—	3	60	765	3 639
	F.	—	—	—	—	—	—	1	48	459	2 046
10	Total	—	—	—	—	—	—	—	2	49	854
	F.	—	—	—	—	—	—	—	1	30	497
11	Total	—	—	—	—	—	—	—	—	3	96
	F.	—	—	—	—	—	—	—	—	1	56
12	Total	—	—	—	—	—	—	—	—	—	1
	F.	—	—	—	—	—	—	—	—	—	1
Total by age	Total	713	16 610	38 241	49 285	50 357	50 462	47 882	44 448	37 440	33 022
	F.	382	8 669	19 773	25 363	25 473	25 395	23 951	21 305	17 484	14 898
Percentage by age		0.2	3.8	8.7	11.2	11.5	11.5	10.9	10.1	8.5	7.5

Source. Puerto Rico. Department of Education. *Annual Report of the Commissioner of Education, 1950/51*. San Juan, 1952.

Note. Because of rounding, percentages do not necessarily add exactly to 100 per cent.

Ages							All ages	Median age	Percentage by class	Class
15	16	17	18	19	20	21 +				
72 19	29 9	4 —	3 —	— —	— —	4 2	81 195 39 785	7.9	18.5	Total F. 1
214 48	63 10	23 1	5 —	1 —	— —	— —	68 469 33 248	9.1	15.6	Total F. 2
470 124	147 32	52 10	6 2	1 —	— —	5 —	60 254 29 486	10.3	13.7	Total F. 3
904 267	290 75	85 19	25 1	5 —	3 —	10 4	51 535 25 288	11.3	11.7	Total F. 4
1 638 508	593 154	156 37	52 10	10 3	3 1	23 2	43 071 20 744	12.3	9.8	Total F. 5
2 826 1 013	1 135 332	348 69	128 22	18 4	15 5	36 7	35 480 17 293	13.2	8.1	Total F. 6
4 504 1 721	1 968 598	669 188	254 40	62 13	22 6	53 4	28 530 13 016	14.1	6.5	Total F. 7
5 508 2 461	2 880 1 095	1 147 326	446 119	110 21	36 5	83 4	21 598 10 084	14.9	4.9	Total F. 8
5 684 2 850	4 420 1 921	2 124 786	1 042 322	274 78	78 25	198 47	18 287 8 583	15.8	4.2	Total F. 9
3 374 1 859	4 064 2 071	2 626 1 237	1 384 541	427 149	177 40	201 71	13 158 6 496	16.6	3.0	Total F. 10
887 527	2 584 1 484	2 930 1 530	2 042 915	855 369	350 125	267 120	10 014 5 127	17.5	2.3	Total F. 11
64 39	764 466	2 303 1 313	2 588 1 423	1 354 652	528 223	446 174	8 048 4 291	18.3	1.8	Total F. 12
26 145 11 436	18 937 8 247	12 467 5 516	7 975 3 395	3 117 1 289	1 212 430	1 326 435	439 639 213 441	11.3	100.0	Total F. } Total by age
5.9	4.3	2.8	1.8	0.7	0.3	0.3	100.0	.	.	Percentage by age

2. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
<i>Public</i>					
Elementary, urban	204	¹ 2 725	...	145 744	75 926
Elementary, rural	1 512	¹ 3 501	...	194 303	89 918
<i>Private</i>					
Elementary, accredited	...	¹ 1 045	...	15 356	8 583
Secondary					
<i>General (public)</i>					
Junior high, urban	97	...	...	50 768	24 172
Second unit, rural	157	...	...	17 650	7 511
Senior high	66	...	...	31 222	15 914
<i>Private</i>					
Junior high, accredited	...	...	...	4 129	2 432
Senior high, accredited	...	...	...	4 041	2 267
<i>Vocational</i>					
Vocational, public	11	...	...	6 522	...
Higher					
Universities and colleges	5	763	293	¹ 13 364	¹ 6 656
Other					
<i>Extension schools, Department of Education:</i>					
Adult schools	...	...	...	7 493	...
Extension seventh and eighth grades	...	...	...	996	...
Evening high schools	...	...	...	4 095	...
Summer high schools	...	...	...	2 235	...

Source. Puerto Rico. Department of Education. *Annual Report of the Commissioner of Education, 1950/51*. San Juan, 1952.

1. Classroom teachers only; not including teachers of special subjects.
2. Including teachers in secondary classes and schools.

3. Including students in extra-mural and evening classes.

3. PUBLIC EXPENDITURE ON EDUCATION, 1950/51 (in thousand dollars)

Item	Amount	Item	Amount
Total expenditure	34 112		
Department of Education	18 503	School Lunchroom Division	9 950
General control	(445)	Division of Community Education	490
Instruction	(15 629)	Vocational Education Division	1 523
Operation of school plant	(913)	Vocational Rehabilitation Division	363
Maintenance of school plant	(236)	Veterans Education Division	2 594
Auxiliary agencies	(332)	Free Schools of Music	87
Fixed charges	(224)	Public Radiobroadcasting Division	152
Capital outlay	(714)	Teachers' Pension Fund	449
Expenses for revolving funds	(9)		

Source. Puerto Rico. Department of Education. *Annual Report of the Commissioner of Education, 1950/51*. San Juan, 1952.

Note. Because of rounding, items do not necessarily add exactly to totals.

VIRGIN ISLANDS

Total population (1950): 26,654.
Total area: 344 square kilometres; 132 square miles.
Population density: 77 per square kilometre; 202 per square mile.

Public expenditure on education (fiscal year ended 30 June 1952):
544,447 dollars.

LEGAL BASIS

The school law enacted by the Virgin Islands Legislative Assembly in 1940 provides for two school boards; one for the island of St. Croix and one for the islands of St. Thomas and St. John. These school boards have certain administrative prerogatives, under the 'supervision of the Governor'.

According to a government declaration, special emphasis is placed 'on training for happy and efficient living, responsible citizenship in a democracy, and vocational adaptation to employment opportunities'.

English is the required language of instruction.

ADMINISTRATION

Two Superintendents of Schools, one for each of two school districts, serve as the administrative officers of the school system of the Virgin Islands. These staff officers are responsible to the Governor. The two district school boards have certain administrative prerogatives, but their authority is limited, and they are subject to the supervision of the Governor.

The general plan for the administration of the public schools is similar to that on the mainland. School principals and supervisors in each district are responsible to the District Superintendent of Schools.

Private and parochial schools make a significant contribution to education in the Virgin Islands, providing schooling for about 40 per cent of the children in St. Croix and 25 per cent in St. Thomas and St. John.

Finance

Education in the Virgin Islands is financed mainly from municipal appropriations, supplemented by federal and, to a much smaller extent, from other sources.

ORGANIZATION

The organizational plan followed in each of the two administrative districts of the public school system of the Virgin Islands is similar to that on the mainland. The school system is organized on a 6-3-3 plan (six years of elementary school, three years of junior high school, and three years of senior high school). The high school buildings of the

Cost per pupil: St. Thomas and St. John, 90.60 dollars; St. Croix, 90.06 dollars.

Prepared by the Office of the Territories, Department of the Interior, Washington, D.C., in April 1953.

municipality of St. Thomas and St. John house both junior and senior high schools—grades 7 to 12.

The post-high school Teachers' Institute is the only Virgin Islands institution offering post-secondary, higher education courses, and under its auspices the Polytechnic Institute of Puerto Rico conducts a college extension programme.

Virgin Islands students desiring to complete a college programme enrol in colleges and universities in Puerto Rico and/or the United States. A limited number of government scholarships are provided and a loan fund is maintained. Loans up to \$500 annually may be obtained for undergraduate study and \$750 for graduate study.

ADULT EDUCATION

St. Thomas and St. John. New York University, in connexion with its summer workshop in the Virgin Islands, included in consideration of Virgin Islands needs selected courses in education for Virgin Islands teachers in service and those preparing to enter the teaching field. In addition to these courses, two three-credit courses were provided by the Polytechnic Institute of Puerto Rico, under the auspices of the St. Thomas Teachers' Institute.

As of June 1952, the veterans education as a special programme was discontinued in St. Croix, because there were not enough eligible veterans to make up classes. Those who wished to were allowed to attend the public high school. There is an evening school for veterans in St. Thomas.

STATUS OF TEACHERS

The instructional staff consists of approximately 115 employees in St. Thomas and St. John and 69 in St. Croix, including those serving as principals and supervisors. While nearly all teachers serving in the high school are college graduates with appropriate training for their respective fields of teaching, elementary teachers are for the most part high school graduates with limited professional training.

WELFARE SERVICES

Health services are provided in all schools by the Department of Health, providing free medical and dental treat-

ment and hospital treatment for needy children. The Department of Social Welfare renders invaluable service in cases where home conditions are faulty. A health educator employed jointly by the Department of Health and the Department of Education promotes and directs health education for children and adults.

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SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Teachers	Pupils
Public schools		
Primary-Elementary	} 163	3 662
Secondary		1 460
Private Parochial		
Primary-Elementary	48	2 264

Source. Virgin Islands. Governor. *Information on the Virgin Islands of the United States transmitted by the United States to the United Nations, 1952*.

AMERICAN SAMOA

Total population: 18,937.

Total area: 197 square kilometres; 76 square miles.

Population density: 96 per square kilometre; 250 per square mile.

Population within compulsory school age limits: approximately 5,000. Virtually every child of school age is attending school.

Pupil-teacher ratio (public schools, 1952): 24.

Illiteracy rate (1952): 1 per cent of total population 10 years of age or over.

Total expenditure (fiscal year 1952): 1,324,327 dollars.

American Samoa consists of the island of Tutuila and all other islands of the Samoan group east of longitude 171 degrees west, including Rose Island, Ta'u, Olosega, Ofu and Annu'u. Swains Island, lying 210 miles to the north-west of Tutuila, was made a part of American Samoa by joint resolution of Congress on 4 March 1925. Rose Island, an uninhabited coral atoll, is also part of American Samoa.

LEGAL BASIS

Administrative responsibility for the area was transferred on 1 July 1951 from the Department of the Navy to the Department of the Interior.

The educational objective of the public schools of American Samoa is '... to conserve the best in Samoan culture and at the same time give Samoans acquaintance with the intellectual tools, the social concepts and the institutions

Public expenditure on education (fiscal year 1952): 237,560 dollars
Cost per pupil: 54 dollars (1952). This figure is based on funds allocated to the Department of Education in American Samoa and does not include maintenance of schools or construction of village schools.

Revised by the Office of the Territories, Department of the Interior, Washington, D.C., in April 1953.

of the West, to the end that Samoans may maintain respect for their native heritage and skill in their traditional arts and crafts, as well as learn to cope with the problems of the modern world'.

Education is compulsory for all children from 7 to 15 years of age inclusive.

ADMINISTRATION

The Governor of American Samoa is ultimately responsible for all public education, and is advised on policy matters by a Board of Education consisting of eight members: five department heads serve as *ex officio* members and three Samoans are appointed by the Governor to represent their respective districts. The Director of Education, an *ex officio* member, is secretary of the board and executive head of the Department of Education.

The administrative staff of the Department of Education

consists of the director, assistant director, two special assistants, director of elementary education and teachers' institute, director of secondary education and vocational education, supervisor of curriculum and instruction, two district supervisors, two village supervisors, supervisor of demonstration schools, supervisor of adult education and information, supervisor of Feleti Memorial Training School, and the principals of the elementary schools.

Four religious missions operate seven private schools, which are accredited by the Department of Education and supervised by it to ensure compliance with a minimum essential curriculum of academic subjects.

Local communities build and maintain elementary school buildings; the Government of American Samoa bears all costs for the junior high schools and the high school buildings.

Finance

The public educational programme in American Samoa is financed by the Government of American Samoa out of funds derived from local revenues and supplemented as necessary by U.S. federal grants. These funds support the Department of Education of the Government of American Samoa which also receives financial support from the Barstow Foundation of Honolulu, Hawaii, for the Feleti Memorial Training School. About 25 per cent of the total number of school students attend private schools which receive no financial support from the government.

ORGANIZATION

Primary Education

Grades 1 through 6 are elementary grades. Classes are held in each village and taught by locally educated Samoans. The average age at entrance is 7 years. The languages of instruction are English and Samoan, with a ratio of usage in grades 1 to 3 of 75 per cent Samoan and 25 per cent English and in grades 4 to 6 of 50 per cent Samoan and 50 per cent English.

There are three junior high schools (one in each administrative district of the territory), which include grades 7 to 9. The average age of entrance to these schools is 13 years, and the Samoan-English language ratio is 25 per cent to 75 per cent.

The curriculum for the elementary and junior high schools consists of health, general science, social studies, arithmetic, English, spelling, reading and comprehension, music, art, Samoan culture and history, and practical agriculture.

Secondary Education

The high school is composed of grades 9 to 12. Admission is based upon examination. The language of instruction is English. The ninth grade in high school is different from

the ninth grade in junior high school inasmuch as the first year in high school is used primarily as an orientation period. It is a period of transition from the junior high school to the high school. The instructors hold teaching certificates and are graduates of U.S. universities. The subjects taught meet the requirements for entry into most universities in the U.S.

The average entrance age is 16 years. The average age at graduation is 20 years. The instructional materials used are standard high school textbooks published in the United States.

Vocational Training

The vocational school offers courses in carpentry, automobile mechanics, machine and electric shop, cooking and agriculture; compulsory academic subjects are English, mathematics, health, first-aid and shop practices.

Teacher Training

In addition to the teacher-training programme of the Feleti Memorial School, in-service training is provided by an annual six-week educational course conducted by the Summer Institute, and by weekly study meetings during the school year.

Higher Education

There are no educational facilities above secondary (high school) level in American Samoa except the Feleti Memorial teacher-training programme mentioned above. It is planned that in 1953 this teacher-training programme will be established in a separate school, the prerequisite for which will be high school graduation.

Students who desire advanced training normally go to Honolulu or the mainland of the United States. A number of graduates go to the Central Medical School in Suva, Fiji.

ADULT EDUCATION

A programme of adult education is being developed. An informative weekly bulletin is published in English and Samoan and is widely distributed. It serves to keep Samoans aware of territorial and world events and is used to stimulate interest in development projects. In addition radio broadcasts provide educational programmes, entertainment, news, and special features to an ever-increasing segment of the Samoan population.

STATUS OF TEACHERS

Non-local teachers employed in the public schools must possess a State Teaching Certificate or its equivalent. Local teachers must have a junior high school graduation certificate.

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1. PUBLIC EXPENDITURE FOR DEPARTMENT OF EDUCATION IN FISCAL YEAR 1952 (U.S. dollars)

Item	General education	High school education	Vocational education	Total
Total	155 168	56 472	25 920	237 560
Personal services	144 973	54 095	24 435	233 503
Travel	315	25	242	582
Printing and reproduction	75	46	7	128
Supplies and materials	7 968	1 448	1 235	10 651
Equipment	1 837	858	1	2 696

Source. American Samoa. Governor. *Annual Report*. Washington, D.C., 1952.

2. SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Elementary schools					
Public	49	135	...	3 861	1 734
Private	7	36	14	1 255	624
Junior high schools	3	1...	1...	1...	1...
High schools	1	11	4	217	23
Vocational training schools	1	18	—	235	—
Teacher training	1	4	...	20	—

Source. American Samoa. Governor. *Information on the Territory of American Samoa for the fiscal year ending June 30, 1952, transmitted by the United States to the Secretary-General of the United Nations, pursuant to Article 73 (e) of the Charter*.

Note. In addition 15 students were pursuing higher education studies abroad.

1. Included with elementary schools.

GUAM

Total population (1950 census): 58,754 including 28,170 of Guamanian ancestry.

Total area: 534 square kilometres; 206 square miles.

Population density: 110 per square kilometre; 285 per square mile.

Proportion of school enrolment to population of school age: 97 per cent.

Pupil-teacher ratio: 29.

LEGAL BASIS

Public Law 83 of the First Guam Legislature, 1952, states the general education policies for the territory. The territorial legislature exercises ultimate control of the department through financial appropriations and support, by advising the Governor on the appointment of the Director

Total revenue: 9,614,033 dollars.

Public expenditure on education (1952): 1,210,346 dollars.

Cost per pupil: 118.47 dollars.

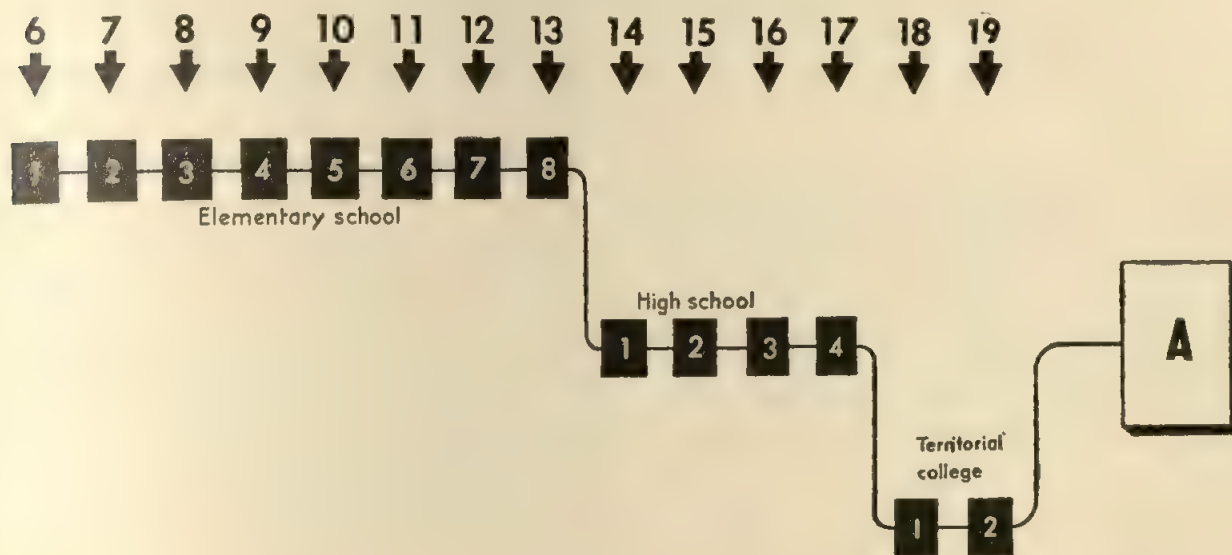
Prepared by the Office of the Territories, Department of the Interior, Washington, D.C., in April 1953.

of Education and members of the Board of Education and approving the appointments.

Public Law 83 provides for compulsory free education for every normal child between the ages of 6 and 16.

The Government of Guam has been guided in the development of schools by the generally accepted educational policies, type and quality of schools found in an average

DIAGRAM



GLOSSARY

elementary school: primary school.
high school: secondary school with both
 general and vocational courses.

Territorial college: college offering courses
 in various arts and science subjects
 and teacher training.

A. Higher education abroad.

community of similar size in the United States. Curricula in all elementary schools and the high school are closely parallel to the curricula of public schools in the States. Standard American textbooks are used, but are adapted to local needs and interests.

ADMINISTRATION

Public Law 83 provides for a Department of Education under the general cognizance of the Governor and administered through a five-man territorial Board of Education which is the governing and policy-determining body of the department. All executive and administrative functions of the department are vested in the Director of Education, who is also executive officer of the board. Other administrative personnel in the department are: a superintendent; an administrative assistant; three school programme school supervisors. In addition, there are 21 elementary school principals, one vocational school principal, one agriculture specialist, one high school principal, one home economics specialist, all of whom perform administrative tasks.

The five members of the Board of Education are appointed by the Governor on the advice of the legislature. They must be citizens of the United States of America and residents of Guam. In addition, a maximum of three advisors from the armed forces stationed on Guam may serve on the board without vote.

Finance

The Territorial Government of Guam is responsible for the financial support of the public schools. Funds are appropriated out of general revenues to meet the operating expenses of the Department of Education.

Public education is free for all young people of compulsory school age. Parochial schools account for approximately 20 per cent of the total elementary and high school enrolment and such education is provided at no expense to the government.

ORGANIZATION

The United States eight-year elementary and four-year high school plan of school organization prevails in Guam. The general curriculum in all elementary schools closely parallels the curriculum of a typical elementary school in the United States. Academic instruction is supplemented by free handicraft training which has been adapted to the native crafts of the island. Folk dancing and local songs are emphasized and the indigenous culture of Guam is woven into the elementary curriculum.

Guam's only public high school offers a curriculum of: (a) general college preparatory courses; (b) general commercial courses; (c) general vocational courses; and (d) general education courses. A two-year course in vocational

agriculture, including animal husbandry, was added in 1950.

English is the required medium of instruction in all schools. Less than 10 per cent of high school students enrol in elective Spanish classes.

Higher Education

In the summer of 1952 the Territorial College of Guam was established. Courses of higher education are offered in mathematics, education, English, art, geography, health and physical education, history, music, political science, biology, chemistry, physics, and homemaking, and in teacher training. The present enrolment is 190 students. The programme of the college is the result of a contract between Ohio State University at Columbus, Ohio and the Government of Guam. This contract is of five years' duration and was made to assist the territorial college in its initial stages of development. The Father Duenas School also offers a two-year junior college course. The enrolment is 13 pupils.

Teacher Education

Public Law 83 requires that teachers must be citizens of the United States and must hold qualifying certificates issued by the Director of Education. The typical native teacher is a high school graduate who has attended teacher-training classes each summer since starting to teach. The University of Hawaii has conducted a teacher-training programme of six weeks' duration, carrying full college credit, each summer since 1946, and the recently established Territorial College of Guam now offers a specialized two-year course for teachers, thus providing the first teacher-training institution on the island and lessening the need to rely upon the territory of Hawaii to provide advanced teacher-training facilities. Five Guamanian college graduates returned to Guam as qualified teachers from the United States in 1950. Because of the inadequate supply of native teachers, the Government of Guam recruits teachers from outside. The proportion of native to non-native teachers was 214 to 145 in 1952.

ADULT EDUCATION

At present, adult education on Guam is provided by the armed forces, at three different places, and by the Guam Vocational School at Agana. The Guam Department of Education opened the Guam Evening Vocational School as a major part of its adult education programme for the island in January 1952. One of its principal objectives is to provide adults with new or additional skills and job knowledge which will enable them to hold a position or advance to a better one. The courses offered were determined by the occupational needs of the island and the number of interested and qualified personnel and include accounting, blueprint reading, bookkeeping, clerk-steno-

graphy, clerk-typing, drafting, mimeograph machine repair, office management, and typewriter repair.

On-the-job training programmes have been organized by the government for Guamanian workers to ease the shortage of skilled and semi-skilled workers. An agriculture extension service is provided to help farmers, by actual demonstration, to solve problems of plant disease and pest control, livestock medication, animal slaughtering and farm produce marketing.

WELFARE SERVICES

Noon lunches for children are not a problem, since most elementary schools operate two daily sessions, children attending school either mornings or afternoons. Students of the Junior Red Cross spend their own funds to provide chocolate milk for needy children in outlying areas.

Registered nurses are responsible for the care of the health of schoolchildren. They make regular visits to the schools on the island giving physical examinations, immunizations, treatments, etc. Hospitals are advised concerning children with defects, and plans for treatment initiated.

TRENDS

A substantial expansion of the educational programme and rebuilding programme is under way. The high school was moved to more spacious quarters in September 1950, allowing full-day attendance instead of the daily double session which had been followed since 1945 because of inadequate quarters. Funds have been appropriated for the construction of the first addition to the permanent high school facilities in the fiscal year 1953. Two permanent elementary school buildings have been constructed and a third is under construction. Funds for the construction of three more permanent-type elementary schools have been appropriated and building will begin in the fiscal year 1953.

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SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Insti- tutions	Teachers		Students		Level of education and type of school	Insti- tutions	Teachers		Students	
		Total	F.	Total	F.			Total	F.	Total	F.
Primary						Secondary					
Public	21	1 359	268	6 487	3 057	Public	1	...	...	1 313	733
Parochial	4	...	...	1 231	605	Parochial	1	...	...	294	167
						Teacher training	1	...	...	243	152

Source. United States. Department of the Interior. *Information on Guam transmitted by the United States to the United Nations*. Washington, D.C., 1952.

1. All teachers in public schools.

H A W A I I

Total population: 465,325.

Total area: 16,661 square kilometres; 6,430 square miles.

Population density: 28 per square kilometre; 72 per square mile.

Total enrolment: four-fifths of population within compulsory school age limits in public schools, balance in private schools.

Pupil-teacher ratio: 24.

Illiteracy rate: None.

Total revenue: 96,853,945 dollars.

Public expenditure on education (1952): 21,745,000 dollars.

Cost per pupil: 211.15 dollars.

Revised by the Office of the Territories, Department of the Interior, Washington, D.C., in April 1953.

LEGAL BASIS

The Territorial Department of Public Instruction's *School Code of 1935* clearly describes the general educational policies for the territory. The Territorial Legislature exercises ultimate control of the department through financial appropriations and support, and, '... with the advice and consent of the Senate ...' to the Governor's appointment of the superintendent of public instruction and the commissioners of public instruction.

The school code provides for such compulsory free education for every normal child, '... as will prepare him to perform his duties as a citizen and to live usefully and wholesomely under the conditions of life in these islands'.

The school code emphasises the importance of special classes for slow pupils, opportunity classes for subnormal children, special part-time classes for employed pupils, vocational education, and teaching.

ADMINISTRATION

Full authority and responsibility for the administration of the public schools of Hawaii is vested in a Territorial

Department of Public Instruction. The administrative officer, the superintendent of public instruction and the commissioners of public instruction are appointed by the Governor, '... with the advice and consent of the Senate of the Territory of Hawaii'. An eight-man Board of Commissioners is composed of two who are residents of the county of Hawaii, one of the county of Mani, one of the county of Lanai, two of the city and county of Honolulu, one appointed at large who serves as chairman, and the superintendent of public instruction as an *ex officio* member.

The territory is divided into eight administrative school districts. A supervising principal is responsible for the administration of each school district. The administrative organization of individual schools is patterned after, and operates practically identically with, the organization of schools in the United States. District supervising principals, building principals, and teachers are appointed by the superintendent of public instruction.

The superintendent's office is administratively responsible for the preparation of the education budgets for the territory, payment of salaries, purchase and distribution of supplies to school districts, and the appointment of territorial committees to work on educational problems.

Private schools in the territory provide general and vocational education.

Finance

The Territorial Government of Hawaii is responsible for the financial support of the public schools. Both general funds and special funds are appropriated to meet the operating expenses of the Department of Public Instruction. It is also eligible for, and receives from the United States treasury its equitable portion of federal monies appropriated and distributed to the states and territories of the Union, as federal support to education.

Education is free for all children of compulsory school age attending the public schools of Hawaii. As of June 1952, approximately 25 per cent of school age children attended private schools at non-government expense.

ORGANIZATION

The organization of Hawaii's public schools is fundamentally the same as for the public schools of the United States mainland: the six-year elementary, three-year intermediate (junior high school), and three-year senior high school. Attendance in the first grade following kindergarten is required of all children who have reached 6 years of age. This compulsory attendance requirement remains in effect until children reach the age of 16. Kindergartens are provided by the Department of Public Instruction. The public schools aid boys and girls between the ages of 15 and 18 years in finding employment, and within the limit of available funds, offer this group part-time instruction in classes carefully co-ordinated with employment.

Vocational Education

The school code and the territorial educational reports emphasize vocational education in the public schools. 'Since agriculture is the principal source of wealth in these islands, vocational education shall centre therein and special emphasis shall be placed upon interesting youth in the employment opportunities offered by local agriculture. Vocational courses in home-making and the major trades shall also be offered.'

As of June 1951, 1,544 carefully selected students were enrolled in the three-year training programme in vocational agriculture in senior high schools. Eighty-six schools offered courses in gardening in grades 4 to 8 and enrolled approximately 6,000 students. Fifty-five centres offered home-making to 5,748 students. In addition to the industrial courses offered in 53 high schools the department operates four area vocational schools with a teaching staff of 42 and an enrolment of 1,045 students.

Apprenticeship training in related subjects was given by 40 part-time instructors to 390 apprentices.

The occupational and guidance service furnished 17,250 intermediate and 14,308 senior high school students with co-ordinated guidance services.

The business education service is responsible for vocational training in distributive trades (70 students in five high schools); retail training (2,247 adults); commercial

education (5,110 students in 25 centres); and the supervision of on-the-job training of veterans in co-operation with the Territorial Veterans Council of the U.S. Veterans Administration.

Higher Education

In 1907 the territorial legislature founded the College of Agriculture and Mechanic Arts of the Territory of Hawaii, a land-grant college similar to the state colleges on the mainland. This initial institution of higher education has now become the University of Hawaii, and it has four undergraduate colleges: the College of Arts and Sciences, Teachers' College, College of Applied Sciences, and the College of Agriculture. The standards of the university are comparable to those on the mainland and it is a member of the Association of American Universities. The graduate division grants master's degrees in arts, science and education and doctor's degrees in sciences basic to tropical agriculture.

The university receives financial support from appropriations made by the territorial legislature and by the United States Congress and from miscellaneous sources, including gifts and student fees. Fees are relatively low and compare favourably with those of state institutions.

The university had an enrolment of 6,147 students during the year ending 30 June 1952. The instructional, clinical, research and extension faculty numbered 464 of the total staff of 782. The property value of its fine, modern buildings and outlying experiment stations is estimated at approximately \$6,645,618.

Special Education

The school code provides for the organization of special classes and opportunity classes for slow and/or subnormal children within the age limits of compulsory school attendance. About 20 per cent of the total enrolment in the regular public schools is in special classes for slow-learning children.

There is provision for the education of abnormals, such as the deaf and blind, crippled children, tuberculosis patients, the homebound, the medically indigent; there is also a vocational rehabilitation service.

ADULT EDUCATION

Three government agencies maintain an active programme of adult education in the territory with a total enrolment of 21,686 in June 1950: the Adult Education Division, Department of Public Instruction, 11,228 (including 786 aliens enrolled in American naturalization courses); Vocational Division, Department of Public Instruction, 6,564; and the Extension Division, University of Hawaii, 3,894.

Social efficiency, or citizenship, is emphasized as the underlying purpose in the adult education programme. English, mathematics, art and music are offered in the academic field. One-third of the total enrolment is for trade training and vocational refresher courses. Courses in recreation are popular.

STATUS OF TEACHERS

Territorial law requires that teachers must be citizens of the United States and residents of the territory for at least three years immediately preceding appointment. Five years of college preparation are required of all teachers who enter the service. Vacancies may be filled by qualified applicants from the mainland when qualified local applicants are not available.

Teachers of comparable training and experience receive similar salaries irrespective of the grade they teach—a single salary schedule prevails. Teachers who have completed eight years of service are entitled to sabbatical leave with pay. The territory provides an excellent retirement system for its teachers.

SCHOOL WELFARE SERVICES

Important welfare features of the educational programmes are the kindergarten programmes in the territory, emphasis on good school libraries, the development of the programmes in dental hygiene, the school lunch programmes, and specialized child welfare services.

During the school year 1949/50, the Home Economics Division served approximately 56,500 plate lunches in the

school cafeterias. Of the total revenue of \$2,341,000 received for the programmes, the sum of \$72,746 was received as a federal subsidy, and free food valued at approximately \$400,000 was distributed to the schools under the provisions of the National Lunch Act.

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SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Institutions	Teachers	Pupils	Level of education and type of school	Institutions	Teachers	Pupils
Pre-school				Higher			
Public	...	}	5 499	University of Hawaii	1	782	5 008
Private	40		4 610	Special			
Primary				Public	...	...	1 495
Primary schools, public	1 128	} 2 564	53 302	Private	...	...	82
Primary schools, private	30		11 388				
Secondary							
Junior high schools, public	...	}	20 064				
Junior high schools, private	...		4 533				
Senior high schools, public	25		16 477				
Senior high schools, private	12		3 694				

Source. United States. Department of the Interior. *Information on the Territory of Hawaii transmitted by the United States to the Secretary-General of the United Nations.* Washington, D.C., 1952.

1. Including special schools.
2. Of whom 1,235 private school teachers.

3. There were in addition 1,139 students enrolled in extension courses.

PACIFIC ISLANDS

Trust Territory

Total population (1952 estimate): 57,037.

Total area: 1,786 square kilometres; 690 square miles.

Population density: 32 per square kilometre; 83 per square mile.

Proportion of school enrolment to children of school age: 90 per cent.

Pupil-teacher ratio: 21.

Total expenditure: 5,062,639 dollars.

Public expenditure on education (1951/52): 430,930 dollars.

Cost per pupil: 55.55 dollars.

Revised by the Office of the Territories, Department of the Interior, Washington, D.C., in April 1953.

The Trust Territory of the Pacific Islands stretches from latitude 1 to 20 degrees north, and from longitude 130 to 172 degrees east. The area contains 96 distinct island units forming the three Micronesian groups—the Marshalls, the Carolines and the Marianas (excluding Guam).

The area is administered by the United States of America under a trusteeship agreement between the Security Council of the United Nations and the Government of the United States. The agreement entered into force on 18 July 1947.

LEGAL BASIS

Until 30 June 1951 responsibility for the civil administration of the territory was delegated, on an interim basis, to the Secretary of the Navy. On 1 July 1951, administrative responsibility was transferred to the Secretary of the Interior.

The charter of the United Nations and the provisions of the trusteeship agreement set the basic educational objective for the administering authority. Interim regulation No. 4-48 defines the educational policy to be followed in the territory, and its objective is to promote the educational advancement of the inhabitants by establishing a system of elementary and intermediate education; by facilitating vocational advancement of the people; and by encouraging students to pursue professional training.

ADMINISTRATION

A free public school system has been established in the territory, its administration being the responsibility of the Director of Education on the staff of the High Commissioner of the Trust Territory. The educational staff at the headquarters of the High Commissioner is composed of the Director of Education, a linguist, a field assistant, and a secretary. The territory is divided for administrative purposes into six districts. There is an educational administrator in each of the six districts, who implements the educational policies of the administering authority, provides the leadership for the conduct of educational affairs in his district, and is responsible for strengthening, unifying and improving its educational programme. He is a part of the staff of the district administrator. Each district also has a Micronesian superintendent of schools, who works closely with the educational administrator and takes over as many

of the educational tasks of his district as he is prepared to assume.

The Education Department is assisted in establishing policies and developing programmes by an Advisory Committee on Education for the Trust Territory, which was established in 1947 and is composed largely of distinguished educators in Hawaii. They meet periodically at the headquarters office for discussion of broad policy and programmes. Subcommittees give detailed study to specific problems and make recommendations concerning their findings.

ORGANIZATION

Public elementary schools enrol pupils from ages 8 to 14, and operate throughout all districts in the territory. They are primarily a municipal responsibility. Slightly more than half of the elementary schools have attained a six-year programme; nine have a five-year programme; 17 have a four-year programme; 28 have a three-year programme; and six have only a two-year programme. The latter because there is a shortage of trained and experienced teachers. The objectives of the primary school are: to raise standards of health and hygiene; to improve food and production methods; to prepare the inhabitants for self-government, and help them develop trade and industry; to promote instruction in the local language, history, arts, and crafts; and to provide instruction in the English language and in the material and intellectual heritage of modern civilization.

Public intermediate schools are maintained at the headquarters of each of the six districts. Entering students must have satisfactorily completed a six-year elementary school programme. Through various methods of selection by a scholarship committee established in each district, pupils are selected from the elementary schools to attend the intermediate school. These schools are supported entirely by the administering authority. American principals administer them; the teaching staff is composed of both American and Micronesian teachers. The three-year course of instruction, corresponding to grades 7-9, offers either terminal education in subjects adapted to the needs of the district, including teacher training, or pre-professional and technical education for students desiring higher education. English is the medium of instruction.

The Pacific Islands Central School provides education at

the upper secondary level, recruiting students from the intermediate schools. Separate streams exist for teacher training, radio communications, agriculture and general education. For other vocational training and for higher education, students are sent to institutions abroad (Fiji, Guam, Hawaii, U.S.A.) on scholarships.

ADULT EDUCATION

Most adult education classes are held at the district administration headquarters, and are usually an extension of the intermediate school programme. Courses for adults have been held in elementary English, navigation, history, arithmetic, biology, typing, music, child-care and home nursing, and folkdancing. In the broadest sense,

adult education has been an integral part of the whole programme of the trust territory and has not been confined to the Education Department.

STATUS OF TEACHERS

The average local teacher is at present a graduate of an intermediate school (eight years of formal training). Non-indigenous teachers are all high-school graduates, have college degrees and have had previous teaching experience. District teachers' associations have been formed in several districts. The Micronesian Education Association, composed of teachers from all districts, has been organized at the Pacific Islands Central School and publishes the *M.E.A. Journal*.

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1. PUBLIC EXPENDITURE ON EDUCATION FOR THE FISCAL YEAR 1951/52 (U.S. dollars)

Item	Amount
Total	¹ 430 930
Public elementary and intermediate schools	283 975
Public advanced schools	² 91 560
Administration	52 896
Other	2 500

Source. United States. Department of the Interior. *Report on the Trust Territory of the Pacific Islands for the period July 1, 1951, to June 30, 1952, transmitted by the United States to the United Nations, pursuant to Article 88 of the Charter of the United Nations*. Washington, D.C., 1952.

1. Not including elementary school teachers' salaries paid from local municipal funds, salaries of naval personnel engaged in educational work, nor the cost of free materials distributed by the Administration.
2. 38,647.79 dollars of this sum was for the support of the public advanced schools in Guam and Suva.

2. STUDENTS STUDYING ABROAD, 1951

Type of school	Students	
	Total	F.
Total	135	19
High School, Guam	59	12
Advanced schools (dental, medical, and nursing)	51	7
Other schools abroad	26	—

Source. United States. Department of the Interior. *Report on the Trust Territory of the Pacific Islands for the period July 1, 1951, to June 30, 1952, transmitted by the United States to the United Nations, pursuant to Article 88 of the Charter of the United Nations*. Washington, D.C., 1952.

3. SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Insti- tutions	Teachers		Students		Level of education and type of school	Insti- tutions	Teachers		Students	
		Total	F.	Total	F.			Total	F.	Total	F.
Elementary schools						Mission intermediate (exten- sion of some elementary schools)					
Public	139	266	36	6 171	2 676		.	22	13	447	254
Mission	20	62	25	1 248	571			6	4	101	14
Intermediate schools, public	6	57	17	1 789	152	Pacific Islands Central School ^a	1				

Source. United States. Department of the Interior. *Report on the Trust Territory of the Pacific Islands for the period July 1, 1951, to June 30, 1952, transmitted by the United States to the United Nations, pursuant to Article 88 of the Charter of the United Nations*. Washington, D.C., 1952.

1. In addition, 430 adults attended classes in English, health and various vocational subjects.

2. The school has four sections: teacher training, communications, general education, and agriculture.

RYUKYU ISLANDS

Total population (January 1953 estimate): 961,829.
Total area: 3,410 square kilometres; 1,317 square miles.
Population density: 282 per square kilometre; 730 per square mile.
Population within compulsory school age limits (1950 census): 179,253.

Enrolment of girls as percentage of total: 49 per cent in grades I-VI, 48 per cent in grades VII-IX, 44 per cent in grades X-XII, 34 per cent in vocational schools.

Pupil-teacher ratio: 40 in grades I-VI, 30 in grades VII-IX, 25 in grades X-XII, 15 in vocational schools.

Illiteracy rate (10 years and over): 18 per cent (males 13 per cent; females 23 per cent).

The 73-year occupation of the Ryukyu Islands by Japan resulted in the development of an educational system patterned after that of Japan. Since the war the structural changes of the Japanese school reform have been adopted as a guide in the Ryukyus, but the changes have been hampered by a lack of staff and trained Ryukyuan leadership.

LEGAL BASIS

CA Ordinance 66, 28 February 1952, revised 7 April 1953, entitled 'Code of Education for the Ryukyus', issued by the United States Civil Administration of the Ryukyu Islands, is a codification of all education laws pertaining to the Ryukyu Islands. The legislature of the Government of the Ryukyus, established on 1 April 1952, has not yet passed any laws on education.

The Code of Education outlines the purposes of education, establishes a Department and a Board of Education

Total central government revenue only (estimate for fiscal year 1953): 1,556,102,118 Ryukyuan yen.

Public expenditure on education (estimate for fiscal year 1953): 432,100,975 Ryukyuan yen.

Cost per pupil (in Ryukyuan yen): grades I-IX, 1,815; grades X-XII, 3,302; vocational, 3,175; university, 36,294.

Official exchange rate: 120 Ryukyuan yen = 1 U.S. dollar.

Prepared by the United States Civil Administration of the Ryukyu Islands in June 1953.

and provides the main administrative and structural framework of the school system. Nine years of general education are compulsory.

ADMINISTRATION

Within the Government of the Ryukyus is a Department of Education headed by a director of education, who exercises ministerial duties in carrying out government laws and regulations on education and administrative duties in supervising national schools and in acting as executive officer for the Board of Education.

A central Board of Education of nine members, appointed by the chief executive, sets policies for education below the university level, establishes standards and issues regulations for certification of educational personnel and operation of public and national schools.

Each of the 87 governmental districts has its elected school board which sets local policies in conformity with

Board of Education standards and regulations, employs teachers and principals and operates the district schools.

The 87 local districts are organized into 18 unified districts for purposes of administration. Each of these unified districts employs a superintendent who is assisted by a staff of consultants to assist local school boards in the administration of the schools and to encourage adult education and cultural affairs in their respective areas. The superintendents are appointed by the director of education from among those recommended by a joint conference of the local school board members of the unified district. Salaries of the superintendent and expenses of his office are paid by the government.

Twenty-one high school districts have been organized to operate senior high schools. Each local school board of participating school districts is represented on the school board of the high school district and the high schools fall under the administrative responsibility of the superintendent in whose area the school is located.

Finance

Public schools are financed by subsidies from the Government of the Ryukyu Islands for approximately 70 per cent of their costs, the balance being raised through a local education tax and donations by parents. Small admission and tuition fees are collected in senior high schools but are not legal in schools below that level.

Subsidies representing 90 per cent of the cost of construction of school buildings are granted by the central government for public schools and 100 per cent for national schools. In the former case, the cost of construction of the most economical type of permanent construction is used as the base, and if local boards desire to build of other materials the extra cost of construction is paid from education tax funds or school supporters' donations.

While government subsidies vary from year to year, in general the aim is to provide sufficient funds to guarantee the payment of salaries of teachers and principals.

ORGANIZATION

A 6-3-3 plan is followed.

The elementary school course is based on a recommended

curriculum issued by the Department of Education. It comprises Japanese language, social studies, arithmetic, science, music, art and handicraft, home-making (two upper classes), physical education and a certain provision for optional studies.

Completion of the elementary school admits the pupil to the junior high school with a three-year course. The curriculum at this level includes general studies, basic vocational education and the option of more specialized vocational and home-making studies. Inasmuch as only 30 per cent of those finishing compulsory education can be accommodated in the senior high schools, admission to the upper level is gained by entrance examination. A number of vocational high schools provide a more specialized training in the agricultural, marine, industrial and commercial fields.

The Ryukyus University was founded in 1950; courses are organized in eight departments of instruction, and require four years for the obtaining of a degree. Because of the pressing need for professional staff, the university also offers a number of one- and two-year courses in several departments, notably education, agriculture and business administration.

STATUS OF TEACHERS

Teachers are employed by local district boards of education on a contractual basis for public education. No pension system has been developed to date for public school teachers. While the major support for their salaries comes from government subsidies, at least in theory the teachers are independent of government control.

Teachers in national schools (vocational schools and schools for the handicapped) are considered to be employees of the government, are paid by the government, and are entitled to the same rights as other civil servants, including retirement pensions and health benefits.

REFERENCE

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1. PUBLIC EXPENDITURE ON EDUCATION, 1953 (Ryukyu yen)

Item	Amount
Estimated total expenditure for fiscal year 1953	432 100 975
Primary education (grades I-IX inclusive)	346 878 804
Secondary education (grades X-XII inclusive)	40 188 642
Vocational schools	14 436 846
University	30 596 683

Source. Government of the Ryukyu Islands. Department of Education.
Note. Official exchange rate: 120 Ryukyuan yen = 1 U.S. dollar.

2. SUMMARY OF SCHOOL STATISTICS, AS ON 1 NOVEMBER 1952

Level of education and type of school	Insti- tutions	Teachers ¹		Pupils		Level of education and type of school	Insti- tutions	Teachers ¹		Pupils	
		Total	F.	Total	F.			Total	F.	Total	F.
Pre-school						Secondary					
Kindergarten	78	221	217	10 014	5 055	General					
Primary						Junior high schools	180	2 123	508	63 509	30 719
Elementary, public	291	3 389	1 800	127 546	62 125	High schools	22	471	61	12 171	5 355
						Vocational	13	244	37	4 547	1 567
						Higher					
						Teacher-training college	1	99	9	865	158
						Teacher-training institutes	4	15	—	268	111

Source. Government of the Ryukyu Islands. Department of Education.

1. Includes principals and administrative personnel.
2. Operates one branch offering one-year teacher-training course.

URUGUAY

Total population (estimated on 31 December 1949): 2,365,000.
Total area: 186,926 square kilometres; 72,170 square miles.
Population density: 12 per square kilometre; 33 per square mile.
Population within compulsory school age limits (ages 6-14):
estimated 330,000.

Total enrolment (ages 6-14): 267,000.

Enrolment of girls as percentage of total: 49 per cent.

Pupil-teacher ratio: 32 in primary schools.

Cost per pupil: about 130 pesos.

Official exchange rate: sale—1 peso = 0.5263 U.S. dollar;
purchase—1 peso = 0.6583 U.S. dollar.

Revised by the Ministry of Public Education, Montevideo, in
April 1953.

LEGAL BASIS

The constitution of the Republic lays down that there shall be freedom of choice in education; State intervention is limited to providing for the maintenance of health, good morals and public security and order, in the schools. Private education is subjected to limited supervision only, and is exempt from direct and indirect taxes.

Other articles of the constitution lay down certain principles which determine the extent of State action. By Article 61, primary education is declared compulsory, and the State has to make necessary arrangements for compliance with the requirement. A legal form is given by the Children's Code, which provides for compulsory education for all children between the ages of 6 and 14 years; this includes special facilities for handicapped children.

By Article 62 of the constitution the State undertakes to provide free education at all levels from the primary school to university, art school and technical college.

Finally, Article 50 of the constitution establishes

freedom of religion: 'The State supports no particular religion'. Consequently, instruction in public schools is secular.

ADMINISTRATION

The Ministry of Public Instruction and Social Welfare is headed by a minister with cabinet status.

Article 178 of the Constitution provides that administrative responsibility for education is vested in a series of councils: the National Council for Primary and Teacher Education; the National Council for Secondary and Preparatory Education; the Superior University Council; and the more recent National Council for Industrial Education. Subsequent articles stipulate the functions and membership of each council and provide for their administrative and technical autonomy.

At a lower level, municipal boards fulfil limited administrative functions.

The Ministry of Public Instruction is responsible for the

relations of the national councils with the executive and with parliament; it supervises their compliance with the law and establishes their budgets. The ministry also has supervisory powers in respect of institutions for artistic and physical education; but here there is no central direction, and the institutions are completely autonomous in technical matters.

The *Consejo Nacional de Enseñanza Primaria y Normal* consists of a president, vice-president and three members, assisted by a general secretary and a sub-secretary. The senior authority under the council is the technical inspector of schools, who has three regional inspectors to supervise and guide primary and normal education in the country as a whole. They superintend the work of departmental inspectors, sub-inspectors and teachers in their respective zones.

The *Consejo Nacional de Enseñanza Secundaria* consists of a paid director-general and six honorary members of whom three are elected by the teaching body and the other three by the other national councils. The director is elected by the council and appointed by the Minister of Public Instruction, subject to Senate approval. The council is responsible for all establishments of secondary education (public and private) and for the Institute of Education which trains secondary teachers.

By laws of September and December 1942 and February 1943 the National Council for Industrial Education (*Consejo de la Universidad del Trabajo*) was set up as an autonomous body. It is headed by a paid director-general, appointed by the executive, and the remaining members are honorary representatives of the other national councils, the Commission for Fine Arts, the Chamber of Industries, the Rural Federation, the Rural Association of the University, the teaching body and the government. The council directs, through its inspectors and directors, the vocational schools of all types scattered throughout the country.

The *Consejo Central Universitario* is presided over by the rector of the university, with the dean and one other delegate from each of the 10 faculties as members. Each faculty is governed by a dean and a council composed of staff members, professional men and women and students. The rector and the deans are elected by their respective councils and appointed by the executive.

Other educational associations dealing with the arts, museums, libraries, radio, physical education, etc., carry on their activities independently, under the direct supervision of the Ministry of Public Instruction.

ORGANIZATION

The term 'primary education' is applied to all schooling for pupils between the ages of 3 and 12 years.

Pre-school education is not compulsory. Kindergartens (*jardines de infantes*) and kindergarten classes (*clases jardineras*) in the capital and throughout the country, receive children between 3 and 6 years of age; the methods are based largely on Froebelian principles.

Primary Education

The primary schools of Uruguay fall into several distinct

types, classified according to their locality and the length of the course. Urban primary schools of the first grade have four classes; those of the second grade, a full six-year course. The former type are found chiefly in the suburbs and lead on to top classes of a second grade school. Other urban primary schools are the practice schools (for teacher training) and the experimental schools (where new methods, usually related to practical manual work, are being tested). The rural primary school as a rule has three classes, with a curriculum similar to the corresponding level in urban schools. A large proportion of the rural schools are one-teacher schools. To improve the quality of rural education an attempt is being made to experiment with school farms (*escuelas granjas*). A form of school-mission, the mobile school (*escuelas volantes*) has been adapted to the needs of migrant workers.

Secondary Education

The main type of secondary school is the lyceum (*liceo*), which may be State-run or private. The lyceums have considerable autonomy in regard to technical matters. The course of six years comprises two cycles: a general four-year course or first cycle of the *bachillerato*, and a final two years of preparation for higher education which leads to the *bachillerato* certificate.

The curriculum of the first cycle comprises, for the first and second years, mathematics, Spanish, French, geography, natural history, drawing, singing and physical education. In the third year chemistry and physics replace natural history, music replaces singing, and the study of English is added. During the fourth year philosophy, civics, biology and hygiene are added and physical education dropped.

Vocational Education

By a law of September 1942 Uruguay set up a single administrative unit (*Universidad del Trabajo*) under an autonomous council to organize on a rational basis the diverse elements of vocational education throughout the Republic. The functions of this body are: to provide both general and vocational instruction for the future workers; to provide continuation schooling for those already at work; to contribute to the improvement and development of industry; and to provide vocational guidance. The main schools of the *Universidad del Trabajo* are the industrial schools and the agricultural schools. The former provide courses or separate establishments for: mechanics and electrotechnics; civil and naval construction; feminine vocations; commercial courses; graphic and applied arts. The agricultural schools have courses in agriculture, animal husbandry, dairy farming, rearing of domestic animals, etc.

As a rule, these vocational schools take students who have completed the full primary course, with a minimum entrance age of 12-13 years.

Training of Teachers

Students who have completed the six years of primary school with good marks and who are over 12 years of age may take the entrance examination of the *instituto normal*

GLOSSARY

escuela nacional de bellas artes: vocational training school of fine arts.

escuela de primer grado: incomplete urban primary school.

escuela rural: rural primary school.

escuela de segundo grado: complete primary school.

escuelas profesionales dependientes de la Universidad del Trabajo: vocational training schools of various types (agriculture, arts and crafts, building trades, commerce, mechanical and electrical trades, manual crafts for

women, etc.) administered by the *Universidad del Trabajo*, an autonomous body responsible for the co-ordination of vocational education throughout the country.

instituto normal: teacher-training school.

jardín de infantes: pre-primary school.

liceo: general secondary school.

HIGHER EDUCATION

A. *agronomía*: agriculture.

B. *arquitectura*: architecture.

C. *derecho y ciencias sociales*: law and social sciences.

D. *ciencias económicas*: economics.

E. *medicina*: medicine.

F. *ingeniería*: engineering.

G. *odontología*: dentistry.

H. *química y farmacia*: chemistry and pharmacy.

I. *veterinaria*: veterinary science.

J. *humanidades y ciencias*: arts and sciences.

or teacher-training school. Here the studies comprise a four-year cultural cycle (similar to that of the lyceum), followed by a three-year professional course. Lyceum students may transfer to the teacher-training school after their fourth year by taking an entrance examination.

Graduates of the institutes become 'teachers of the first grade', i.e. in principle they may teach in the first four classes of the primary school or may become directors of rural schools; but in practice they are employed at all levels of the primary school.

Teachers of the second grade are required to spend a further three years in their studies. They can then take charge of the fifth and sixth primary classes and may become inspectors.

There are four official training schools; two, called normal institutes, are in Montevideo, one in Paysandu became official in 1949; and the fourth is a rural teacher-training school in Estación González. Some 15 independent or departmental schools receive State subventions; and others are completely independent.

Secondary school teachers are trained at the Institute of Education (*Instituto de Profesores*) set up by a law of 2 July 1949. The four-year course combines educational sciences and general academic studies. Students then spend two years in a secondary school, conducting a fixed number of lessons under supervision.

Higher Education

The University of the Republic is a State institution which provides free tuition to all students, whether they are Uruguayan citizens or not. The university comprises 10 faculties: law and social sciences; medicine; economic sciences and administration; dentistry; chemistry and

pharmacy; veterinary science; agronomy; engineering; architecture; humanities and sciences. The university has considerable autonomy.

Students are accepted in the faculties if they have completed the full secondary course of six years. The length of time taken for the university degrees varies from three to six years; degrees or titles are conferred in the particular field except for the new *Facultad de Humanidades y Ciencia*.

ADULT EDUCATION

An inspector of adult education supervises the evening courses in which primary education can be completed. In view of the fact that attendance at these courses is diminishing (7,977 in 1938; 3,812 in 1948), a project of reform for adult education is under study.

SCHOOL HEALTH SERVICES

The Children's Council, which depends on the Ministry of Public Instruction, is in charge of school health. This branch includes a service of medical inspection (1 director and 10 doctors for Montevideo, 18 doctors in the departments). A service of hygiene inspection (1 head and 22 inspectors in Montevideo, 18 inspectors in the departments), a dental service (13 dental clinics in Montevideo, with 1 inspector, 20 dentists, 4 nurses, 15 assistants; and 24 dentists and 2 assistants for the departments). School lunches and milk are provided by the municipal boards which receive subventions from the State.

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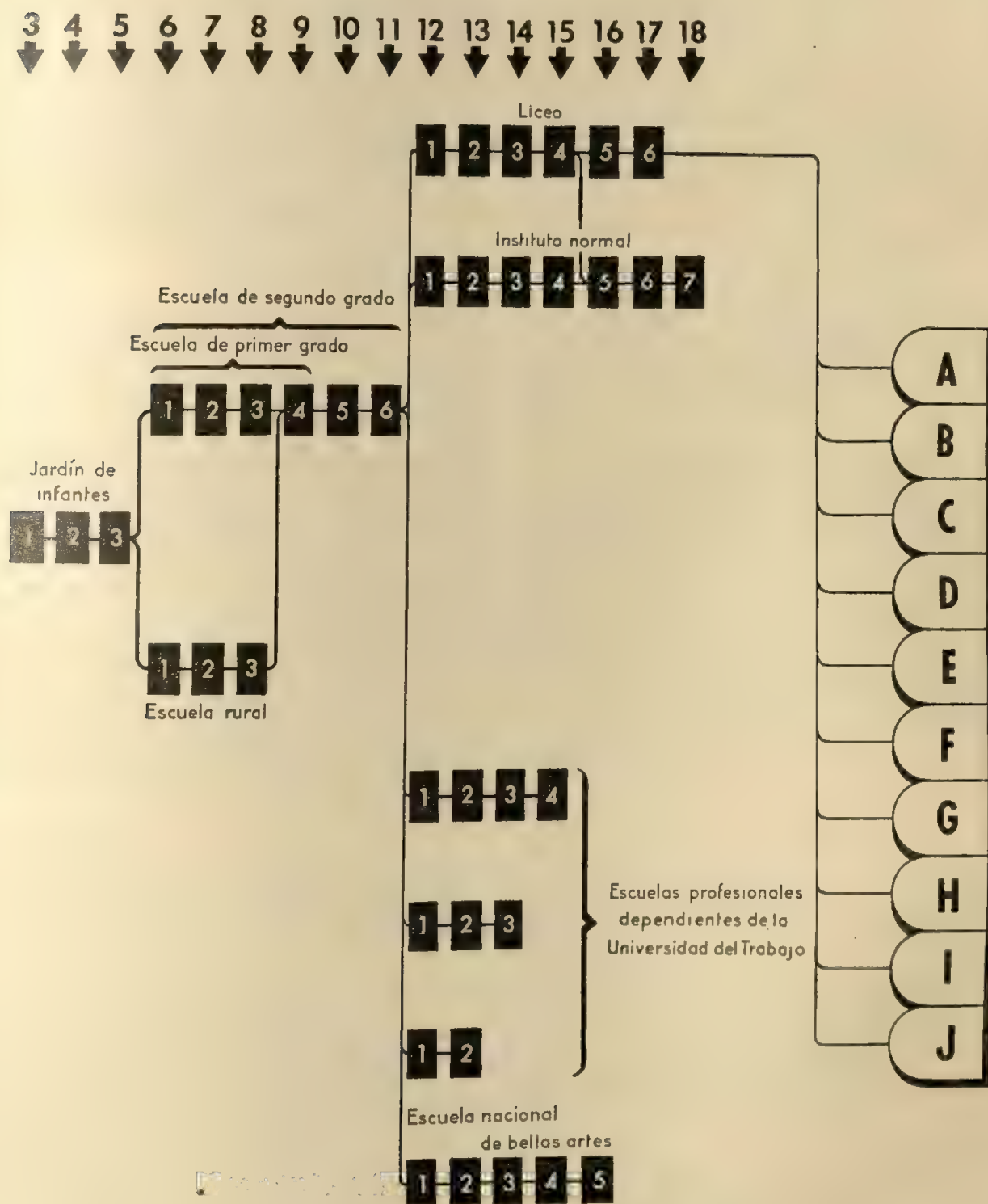
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1. SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Kindergartens, public ¹	3	34	34	918	417
Primary					
Primary schools, public	1 756	6 997	...	221 158	^a ...
Primary schools, private	201	1 285	...	40 020	^a ...
Secondary					
Lyceums, public	67	...	...	31 948	16 914
Lyceums, private	48	...	...	5 910	...
Higher					
University	1	...	...	¹ 11 603	...

Source. Uruguay. Ministerio de Instrucción Pública. Montevideo.

1. 1951.

2. 1951 enrolment: public schools, 217,743 of whom 103,592 girls; private schools, 38,250 of whom 22,179 girls.

2. AGE AND SEX DISTRIBUTION OF PUPILS IN PUBLIC PRIMARY SCHOOLS IN 1952

Age	M.	F.	Total
Total	114 652	104 009	218 661
Under 6	3 316	3 226	6 542
6-7	12 549	11 756	24 305
7-8	14 033	13 060	27 093
8-9	15 237	14 244	29 481
9-10	15 247	14 281	29 528
10-11	16 468	14 708	31 176
11-12	15 354	13 811	29 165
12-13	11 662	10 455	22 117
13-14	7 330	5 848	13 178
Above 14	3 456	2 620	6 076

Source. Uruguay. Ministerio de Instrucción Pública.

VENEZUELA

Total population (census of 26 November 1950): 4,986,000.
Total area: 912,000 square kilometres; 352,000 square miles.
Population density: 5 per square kilometre; 14 per square mile.
Population within compulsory school age limits, 7 to 14 (estimate): 1 million.
Total enrolment, 7 to 14: 525,634.
Enrolment of girls as percentage of total: 50 per cent in primary schools.
Pupil-teacher ratio: 35 in primary schools; 15 in higher schools.

LEGAL BASIS

The constitution lays down that education in the State schools shall be free, that primary education shall be compulsory, and that there shall be freedom in educational matters under the supervision of the State.

Since the reorganization of the educational system after the War of Independence, various laws dealing with education have been passed at different times, and several codes of public education have been brought into force. The Provisional Statute on Education (*Estatuto provisional de Educación*), dated 25 May 1949, lays down the general form of organization of the school system—excluding the national universities which are governed by their own regulations.

The general principles of pre-school education are set forth in Articles 24, 25, 26 and 27 of the Statute. The organization of primary education is dealt with in Articles 28 to 39; Articles 40 to 47 relate to secondary education. Teacher training is treated in Articles 48 to 55, specialized education in Articles 56 to 73, and art education in Articles 74 to 76.

ADMINISTRATION

Freedom being guaranteed in educational matters, there are both public and private educational establishments. The former are founded and maintained by the federal government, the states and municipalities, the latter by private persons or institutions.

Scholastic freedom is subject to the supervision of the State, exercised through the federal government. The government's powers in educational matters are delegated to the Ministry of Education. Private schools are therefore required to apply to the ministry for official registration each year and to conform to the laws and regulations in force; if they do not do so, they are not recognized by the State for the award of official certificates or diplomas to their students. All public and registered private schools are required to observe the curricula approved by the Ministry of Education. Only the State can award the certificates and diplomas mentioned in the Provisional Statute. Examinations also are under the control of the State.

Total revenue (1952/53): 2,300 million bolivars.
Public expenditure on education (federal, state and municipal budgets, 1952/53): 201,196,661 bolivars.

Official rate of exchange: 1 bolivar = 0.3012 U.S. dollar.

Prepared by the Ministry of National Education, Venezuela, in March 1953.

The nation, the states and the municipalities put up the buildings for schools that are under their authority and maintained by them. Generally speaking, the states pay for the erection of their own school buildings; sometimes, in the interests of economy and co-operation, states present these buildings to the Ministry of Education. The public authorities may also make grants-in-aid to private establishments. On 27 June 1951, the government submitted to the nation the national school building plan (*Plan nacional de edificaciones escolares*) which is to be carried out over 10 years and will necessitate the expenditure of 360 million bolivars. This scheme does not relieve the regional authorities and municipalities of the obligation of carrying out their own school building plans.

Public and private authorities are also required to supply their schools with the necessary teaching equipment. Books are paid for by the parents, but poor children may receive help from the school authorities or from certain institutions.

The federal government, the regional executive authorities and the municipalities prepare their own annual education budgets.

ORGANIZATION

Pre-school Education

This is intended for children between the ages of 4 and 7 and is designed to guide them in their early experiences, to inculcate good habits and gradually to develop their intelligence and sensibility.

This form of education is given in kindergartens (*Jardines de infancia*), where purely intuitive learning alternates with games and elementary exercises; much of the time is spent in the open air. The children are given various training which is useful to them later, when they go on to primary school. The federal government is gradually establishing these kindergartens throughout the country.

Primary Education

The object at this stage is to give the children the foundations of a liberal education, to develop personal and social habits which will help them to take their place in the

community and to adapt themselves to working life, and lastly to enable them, according to their aptitudes, to continue their studies at a later stage.

Children are admitted at the age of 7. The course extends over six years or grades (*grados*). Primary education includes urban and rural courses and is compulsory for all children aged 7.

The content and arrangement of the primary curriculum are adapted to the nature of the environment, urban or rural. In the rural schools, for instance, the curriculum includes practical work in agriculture and animal husbandry, rural crafts, and some idea of the minor industries deriving from agriculture and animal husbandry. In the girls' schools, both urban and rural, elementary courses in home economics are arranged.

Secondary Education

This comprises two stages. The first is designed to provide a general, scientific and humanistic, education, while the second leads on to university studies. The first stage lasts four years and leads to the *Certificado de Suficiencia de Educación Secundaria General*. The second stage, which is an essential preliminary to admission to a university, leads to a specialized certificate (*bachillerato*) in one of the following branches: philosophy and literature, physical sciences and mathematics, biological sciences.

The first stage includes the following subjects: Spanish language and literature; mathematics; biological sciences; physics; chemistry; Venezuelan geography and history; world geography and history; French; English; Latin and elementary Greek; philosophy; art education; home economics and child care (for girls).

The second stage includes the following subjects:

1. For the philosophy and literature stream: Spanish language and literature; philosophy; Venezuelan history (documentary and critical); social sciences; French; Latin and elementary Greek.
2. For the physical sciences and mathematics stream: mathematics; mineralogy and geology; physics; chemistry; French or English; drawing.

3. For the biological sciences stream: biological sciences; physics; chemistry; French or English; drawing.

The public secondary schools are called *liceos* and are classified in different groups; classes may be held during the day or in the evening. The evening classes are intended for workers over the age of 18 and are run under special regulations.

Vocational Education

Industrial and commercial schools, trade schools, schools of arts and crafts, social welfare schools, schools of nursing and, generally speaking, all similar establishments founded or approved by the federal government are treated as 'specialized educational institutions'.

Presentation of an official primary school leaving certificate is essential for admission to these establishments.

Vocational schools for technicians. The teaching comprises two courses, the first providing a general education and the second specialized technical training, in accordance with the wishes of the pupil, and the regulations and syllabus of each school. At the vocational school for technicians at Caracas, each course lasts two years, training pupils for the trades of mechanic, electrician and cabinet maker. For certain trades, such as those of blacksmith, locksmith and plumber, pupils are required to do a further year's study after the first course—three years in all. The first two years of the first course are taken by all. The Provisional Statute on Education specifies that day and evening classes may be run in these technical schools. The curriculum of the vocational schools for technicians also provides more advanced courses for technicians in mechanics, electricity and chemistry.

Trade schools. The immediate purpose of these schools is to provide basic instruction in a given trade within a short time. The curriculum extends over three years. For admission to the first-year course, applicants must hold the *Certificado de Suficiencia de Educación Primaria*, be between the ages of 13 and 21, and have no physical defect that

GLOSSARY

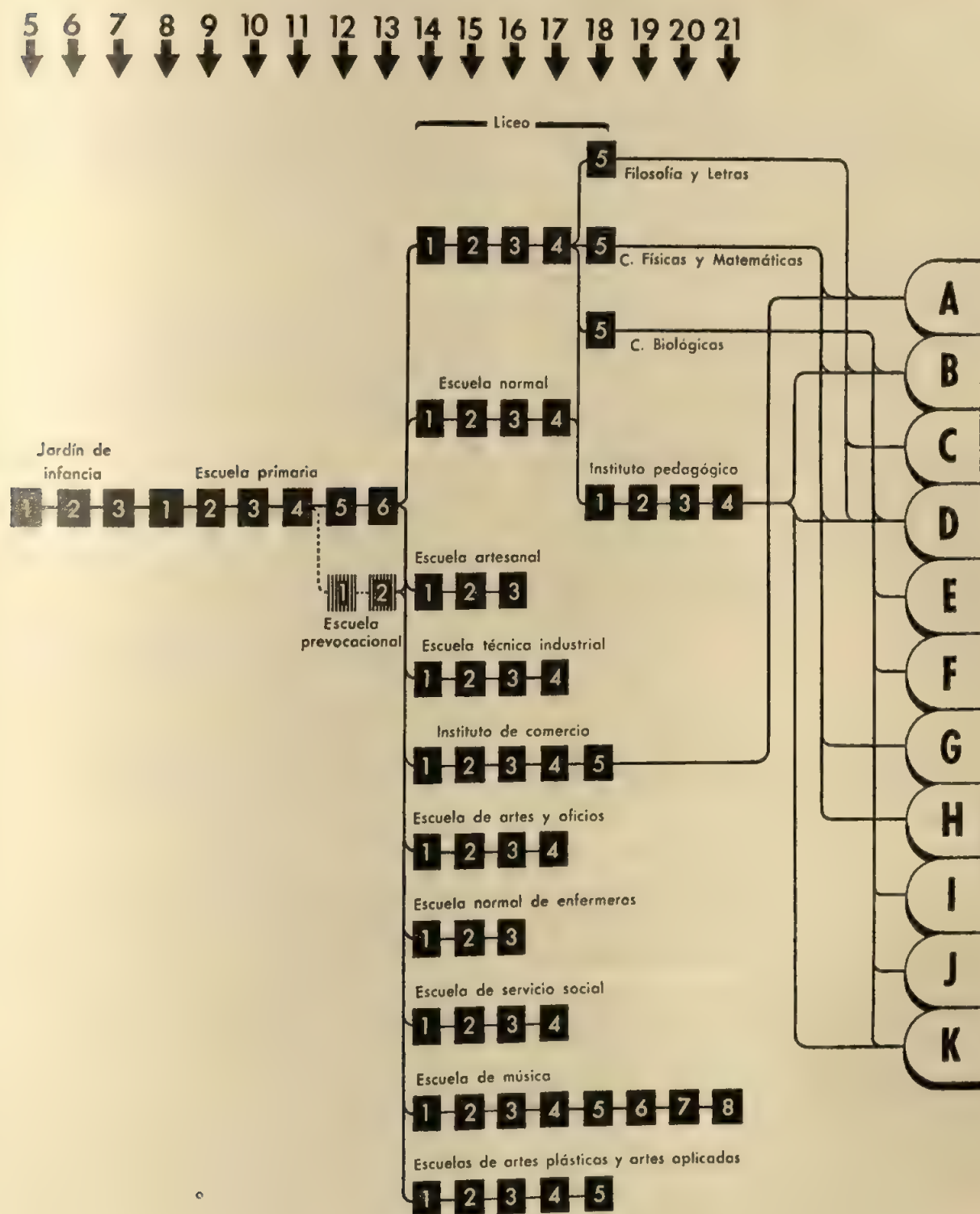
escuela artesanal: vocational training school for artisans.
escuela de artes y oficios: vocational training school of arts and crafts.
escuela de artes plásticas y artes aplicadas: vocational training school of plastic and applied arts.
escuela de música: vocational training school of music.
escuela normal: teacher-training school of two kinds: urban and rural.
escuela normal de enfermeras: vocational training school for nurses.
escuela prevocacional: upper primary school preparing pupils for entry into vocational training schools (projected).
escuela primaria: primary school, urban or rural.

escuela de servicio social: vocational training school for social welfare workers.
escuela técnica industrial: vocational training school for mechanics, electricians, plumbers, cabinet makers, etc.
instituto de comercio: vocational secondary school of commerce.
instituto pedagógico: teacher-training college.
jardín de infancia: pre-primary school.
liceo: general secondary school with three specialized streams in upper class—*filosofía y letras* (literature and philosophy), *ciencias físicas y matemáticas* (mathematics and physics) and *ciencias biológicas* (biology etc.).

HIGHER EDUCATION

- A. *ciencias económicas y sociales:* economic and social sciences.
- B. *filosofía y letras:* philosophy and letters.
- C. *derecho:* law.
- D. *periodismo:* journalism.
- E. *odontología:* dentistry.
- F. *ciencias forestales:* forestry.
- G. *ciencias físicas y matemáticas:* physics and mathematics.
- H. *ingeniería agronómica:* agricultural engineering.
- I. *medicina:* medicine.
- J. *farmacia y química:* pharmacy and chemistry.
- K. *medicina veterinaria:* veterinary medicine.

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would incapacitate them for manual work. The curricula are so arranged that a student from a trade school can, at the end of the second year, be admitted to the last year's course at a vocational school for technicians.

Pre-vocational schools. The Provisional Statute on Education mentions the possibility of opening pre-vocational primary schools attached to trade schools. Pupils between the ages of 11 and 16, who have passed the fourth grade primary school examination, are eligible for admission to these schools.

Secondary commercial schools. These train staff capable of carrying out the various administrative functions, and prepare students for taking more advanced courses in commercial administration. Commercial training comprises two stages; the first lasts three years and leads to the certificate of commercial secretary; the second two years, leading to the diploma of commercial technician (*Técnico Comercial*). The Ministry of Education authorizes the running of evening courses with special curricula in the commercial training schools. The courses so far organized have been in accountancy (*Habilitado en Contabilidad*) for students over 16 years old, and in secretarial work (*Habilitado en Secretaría*) for students over 18. Each of these courses extends over two years.

The provisional statute allows for refresher courses for holders of commercial diplomas.

Schools of arts and crafts. The most important is in Caracas and is known as the *Escuela Superior de Artes y Oficios para Mujeres* (Higher School of Arts and Crafts for Girls). Its purposes are similar to those of the trade schools. The syllabus covers a period of four years.

Social welfare schools. These provide training for social welfare workers. The course lasts four years.

Schools of nursing. These schools, known as Nurses' Training Colleges, provide training for professional (certificated) nurses. The courses extend over three years, each being divided into three periods.

Art Education

This begins at the pre-school education stage and is mainly designed to develop and cultivate the pupil's sensibility and taste, and to introduce him to certain means of artistic expression (drawing, music, etc.) while cultivating his aesthetic appreciation in general.

More advanced art education, for the training of professional artists and teachers, is given in schools of plastic and applied arts, music, eurythmics and dramatic art.

Music schools provide instruction in music for people desirous of becoming composers, instrumentalists or singers, to train the teachers who are to give instruction in music in the various types of schools; and to help in developing and spreading knowledge and appreciation of music throughout the country.

Schools of plastic and applied arts comprise the following

departments: pure art (four years); applied art, craftsman's course (two years), artist-craftsman's course (four years); teaching of drawing and handicrafts (three years); teaching of plastic arts—advanced course (five years). The complete syllabus comprises three stages, the first two lasting two years each and the third one year. The first stage gives draftsmen, painters and sculptors an opportunity of acquiring a basic knowledge of their art and provides training for craftsmen. The second stage is designed to enable draftsmen, painters and sculptors to specialize and provides training for artists. The third stage provides training for teachers of the plastic arts. The course for teachers of drawing and handicrafts lasts three years.

Higher Education

Higher education is given in the universities, at the Institute of Education, in the institutes of technology and in the independent schools and university faculties.

Institute of education. This provides training for teachers for the various branches of secondary education, teacher training and specialized education. It also has the following aims:

1. To carry out research on scientific and technical questions relating to education in the country.
2. To study the possibilities of applying in Venezuelan schools methods of education practised or recommended in other countries.
3. To help in providing better training for Venezuelan primary and secondary school teachers.
4. To encourage the study, and promote a wider knowledge, of the science and arts subjects corresponding to the various special branches of knowledge taught at the institute (Article 80 of the Provisional Statute on Education).

The institute provides training for specialist teachers of philosophy and the science of education; biology and chemistry; Spanish, literature and Latin; social sciences; physics and mathematics; physical education. Applicants for admission to the first-year course must hold the primary teacher's diploma (*Maestro de Educación Primaria*) or the *Certificado de Suficiencia de Educación Secundaria General*.

National universities. There are three universities in the country: the Central University at Caracas, the University of Los Andes and the University of Zulia. The Central University includes the following faculties: philosophy and arts; law; economics and social sciences; physical sciences and mathematics; medicine; pharmacy and chemistry; veterinary medicine; agriculture; and dentistry. The School of Journalism is also attached to the university.

Teacher Education

Teachers for primary schools are trained at urban or rural teacher-training schools (four years' course). The former train teachers for primary schools in the towns, and the latter teachers for village primary schools. Applicants for admission to a teacher-training school must be at least 14 years old, hold a primary school leaving certificate, and pass the entrance examinations. Teachers for the various

branches of secondary education, teacher training and specialized education are trained at the Institute of Education.

Special Education

There are also educational establishments caring for children who are physically or mentally handicapped, maladjusted or deprived of a normal home background (Venezuelan Institute for the Blind, boarding schools for children, institutions of the 'approved school' type, *Albergues para Menores*, etc.).

ADULT EDUCATION

Young people over the age of 14 and under 18, who have had no compulsory schooling, are given primary education in centres maintained or approved by the State for this purpose. There are special regulations governing primary education designed for persons over the age of 18. There are evening schools, both public and private, throughout the territory of the Republic, providing primary education for adults.

Literacy centres. These are centres at which groups of illiterates learn the rudiments of reading and writing.

Adult education centres. These complement the work of the literacy centres and are intended to provide primary instruction for people over the age of 18. Their curricula are wider and more elastic than those in force in the ordinary schools, since they include, in addition to the basic primary school subjects, courses in dressmaking, type-writing, accountancy, handwork, home economics, etc.

In addition, there are literacy groups (*Legiones*) and leagues in the primary schools, secondary schools and other educational establishments, which organize small-scale adult education campaigns. Travelling libraries, film shows, publications, etc., also play their part in literacy and adult education campaigns.

The Directorate of Working Class Education in the Ministry of Labour, for its part, organizes adult education, recreation and welfare services for Venezuelan workers. Thousands of workers throughout the country are thus able to take advantage of a variety of cultural events and to enjoy the theatre, radio programmes, educational films, the workers' excursions service, libraries and newspapers.

STATUS OF TEACHERS

Teachers employed by the State enjoy security of tenure. There are special laws and regulations governing all matters connected with this right and with appointments, promotions, transfers, salaries, retirement and pensions. In the State primary and secondary schools and teacher-training schools, headships are reserved for certificated Venezuelan primary or secondary teachers with at least three years' service to their credit.

Venezuelan geography and history, civics and other subjects of a specifically national character are always taught

by teachers who are Venezuelan citizens by birth.

Primary and secondary teachers are entitled to retire after 25 years' service in the State schools, or earlier if after five years' service they become totally and permanently incapacitated for teaching. The amount of the pension is based on the number of years of service, the qualifications of the pensioner, the positions he has occupied during the last five years and other factors specified in the laws and regulations.

There is a law (*Ley de Escalafón*) dealing with the grades of teachers employed in kindergartens and primary schools. Teachers are classified in Class A or Class B, depending on whether or not they hold the primary teacher's diploma. These two classes are subdivided in turn into five grades (from 1 to 5) according to the number of years of service. On 27 June 1952, the government issued a decree laying down that the above-mentioned teachers should be promoted from one grade to another every three years, thus establishing the principle of triennial increments. The salary scale for teachers employed in secondary schools and training schools under the Ministry of Education is governed by the Resolution of 14 September 1951.

A Welfare and Social Assistance Institute for the staff of the Ministry of Education was set up in 1949, with the object of providing social welfare services and improving living conditions for members of the staff, their near relations and their children. This institute is financed by an official grant and the contributions of the staff members concerned, which are calculated as a proportion of salary. A few states and municipalities have concluded agreements with the Welfare and Social Assistance Institute under which the advantages it furnishes are extended to teachers in their districts.

SCHOOL WELFARE SERVICES

Physical education and sport. The Ministry of Education is the government department responsible for promoting, organizing and encouraging physical education. This is compulsory in all types of school and there are special curricula laying down the various forms this education may take. In order to encourage competition between the various schools, the Ministry supplies the necessary sports equipment, trainers and referees. The same sort of help is given to the various sports clubs and associations in the Republic which may ask for official support. Schools which have no sports grounds of their own have facilities for taking pupils to special sports grounds and playing fields.

School meals and clothing services. One of the State's greatest concerns is the health and nutrition of its children. School meals services under the control of the Department of Health and Social Welfare, the states and municipalities are therefore run throughout the Republic. A decree of 24 December 1945 set up the Patronato Nacional de Comedores Escolares, which has since been converted into an independent organization by a decree of 11 May 1946; its purpose is to co-ordinate school meals services throughout the Republic. This organization comes under the Ministry of Health and Social Welfare and the Ministry of Education.

The school clothing services provide help for children

subject to compulsory schooling. States and municipalities have for some time past been organizing them as far as their economic resources allow, but as neither activities nor resources have been properly co-ordinated it has not been possible to do any systematic and lasting work on a larger scale. In order to overcome this difficulty, the Patronato Nacional de Roperos Escolares was established in Caracas in 1947.

Youth organizations in the country are generally connected with schools. Some of the most important are:

1. The Junior Red Cross.
2. School Co-operatives. Lately special regulations concerning them have been promulgated.
3. Cultural Centres. In accordance with the principles on which the activity school is based, there are associations of pupils and former pupils, known as *Centros Culturales*, *Repúblicas escolares*, etc. in connexion with all the schools. These associations are organized in accordance with rules and regulations drawn up by the pupils under the supervision of their teachers. Schools also have special clubs for various scientific, artistic and literary activities.
4. 5-V Agricultural Clubs. These come under the Ministry of Agriculture and Stock Rearing. The first 5-V Agricultural Clubs were founded in 1938, their main object being to arouse or keep alive children's interest in agricultural activities and to prevent the drift from the countryside to the towns.

Other youth organizations include sports clubs, literacy groups, boy scout troops, etc.

School medical services. The body responsible for medical services is the School Health Division of the Ministry of Health and Social Welfare, whose main function is to look after the health of schoolchildren by means of general and preventive medical care and specialized ophthalmology, ear, nose and throat, audiometry and mental health services. These services are provided at school health centres, many of which are accommodated in schools and served by specialists. Pupils are examined periodically and given the treatment necessary to ensure better results from their schooling.

The seaside holiday home at Catia la Mar and the holiday homes at Los Teques and Merida in the mountains take children who are in need of rest and fresh air.

OTHER CULTURAL ACTIVITIES

The National Education Department sponsors various general cultural activities such as broadcasting, educational films and plays, exhibitions, concerts and publications of cultural interest, libraries and museums.

SCHOOLS NOT UNDER THE CONTROL OF THE MINISTRY OF EDUCATION

These may be briefly resumed:

Under the Ministry of Defence: military training college, civil aviation college, naval college, officers' training college, guards' training college, schools for the training of transport troops and military bands, and school of radio-telegraphy.

Under the Ministry of Communications: school of communications, school of navigation, school of radio communications.

Under the Ministry of Agriculture: practical school of agriculture, school for tractor mechanics (*tractoristas*), school for rural social workers, school of coffee cultivation and school of agricultural management.

Under the Ministry of Justice: reformatory schools.

Under the Ministry of the Interior: police school (*Escuela de seguridad*).

Under the Ministry of Health and Social Welfare: (financially) school of social welfare and school of nursing.

Under the Municipal Council of the Federal District: technical police school.

TRENDS AND PROBLEMS

A number of important problems connected with the national education system have been carefully considered during the last four years. Official attention has been concentrated on finding a permanent solution to the serious problem of school buildings, and since 1951 the execution of the National School Building Plan, which is to be spread over 10 years, has been proceeding normally.

The inspection of schools has been reorganized under a system which enables the State to give more practical and effective guidance. An Instituto de Profesionalización del Magisterio has been set up to enable uncertificated teachers to acquire professional qualifications. Private schools have been encouraged by the grant of material help, moral support and technical guidance. Compulsory school attendance has recently been extended to all the six grades (*grados*) in the primary school. Careful attention is being devoted to technical education, and curricula have been drawn up for various specialized branches of training.

There is also a movement to co-ordinate the efforts of the nation, the states and the municipalities, with the object of achieving better results from the funds expended by them on school building and technical guidance.

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1. HIGHER EDUCATION IN 1950

Field	Teachers		Students		Degrees awarded	
	Total	F.	Total	F.	Total	F.
Total	985	43	6 901	1 250	625	71
Universities						
Law	119	—	941	161	191	12
Arts and philosophy	30	2	141	48	—	—
Medicine	376	19	2 285	255	226	20
Science and mathematics	143	1	1 454	122	42	1
Agriculture	34	—	265	6	12	—
Chemistry (including pharmacy)	53	5	371	178	48	19
Economics and social sciences	42	1	267	72	18	3
Veterinary medicine	24	—	99	1	11	—
Dentistry	79	4	464	144	26	5
Schools						
Journalism	7	—	75	4	51	11
Laboratory training	10	—	91	40	...	...
Forestry	...	...	41	1	...	...
Higher teachers' college						
English	7	2	54	23	.	.
Biology	14	4	96	55	.	.
Physical education	8	2	30	15	.	.
Geography and history	43	—	93	43	.	.
Languages (Spanish, Latin and literature)	5	—	95	55	.	.
Philosophy (including education)	12	1	45	17	.	.
Science and mathematics	12	2	35	11	.	.

Source. Venezuela. Ministerio de Fomento. Dirección General de Estadística. *Boletín de Estadística*, marzo 1952.

2. PUBLIC EXPENDITURE ON EDUCATION, 1951 (in bolívares)

Item	Amount	Item	Amount
Total	146 012 713		
Administration, inspection, fees, etc.	17 168 217	Higher education	26 160 954
Pre-school education	52 700 712	Physical education	1 992 209
Primary education		Post-school and adult education	3 549 788
Secondary education		Fellowships, etc.	7 260 000
General	15 462 524	Grants to private education	360 000
Vocational	8 343 819	Other expenditure	8 382 042
Teacher training	4 632 448		

Source. Venezuela. Ministerio de Educación Nacional. Caracas.

Note. The above data refer to the budget of the Ministry of Education and do not include the public expenditure on education supported by the states and municipalities.

Official rate of exchange in 1951: 1 bolívar = 0.3012 U.S. dollar.

3. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary¹					
Federal schools	1 849	6 695	5 276	250 097	123 527
Government schools	3 656	4 211	3 690	153 801	75 982
Municipal schools	1 283	1 616	1 397	59 918	31 413
Private schools	462	2 624	1 714	72 396	35 428
Secondary					
<i>General</i>					
Federal secondary schools	52	897	153	18 272	4 227
Government and municipal schools					
Private secondary schools	79	901	228	8 850	3 418
<i>Vocational</i>					
Schools of commerce	21	260	...	4 400	...
Schools of arts and trades	8	85	30	2 696	2 228
Industrial technical schools	2	47	1	946	...
Nursing schools	7	228	89	655	655
Social welfare schools	2	47	26	134	134
<i>Teacher training</i>					
Teacher-training schools, public	12	176	78	1 865	1 352
Teacher-training schools, private	28	253	113	1 154	1 081
Higher					
Universities	3	919	7	6 239	...
Institute of education	1	62	18	322	173

Source. Venezuela. Ministerio de Educación Nacional. Caracas.

1. Including pre-school education.

4. GRADE AND SEX DISTRIBUTION IN PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION IN 1951/52

Class	Students		Class	Students	
	Total	F.		Total	F.
Total	563 334	273 995			
Nursery schools	10 578	4 958	Secondary		
Primary			1st year	11 754	7 645
1st year	230 132	108 563	2nd year	5 782	
2nd year	99 135	49 359	3rd year	4 109	
3rd year	78 593	40 414	4th year	3 083	
4th year	55 870	29 395	5th year (natural science)	1 283	
5th year	37 042	20 044	5th year (physical science)	646	
6th year	24 862	13 617	5th year (philosophy-arts)	465	

Source. Venezuela. Ministerio de Educación Nacional. Caracas.

VIET - N A M

Total population (1951 estimate): 25 millions.
Population of areas controlled by national government (estimate): 14 millions.
Total area: 327,000 square kilometres; 126,000 square miles.
Population density: 76 per square kilometre; 200 per square mile.
Total enrolment in Viet-Nam primary schools (1952/53): 563,990.
Enrolment of girls as percentage of total: 32 per cent in public Viet-Nameese schools.

As a result of political circumstances prior to the agreements of 8 March 1949, education in Viet-Nam is divided into four sections, viz. Viet-Nameese, Franco-Viet-Nameese, French and foreign. The purely Viet-Nameese and the foreign sections are under the Ministry of National Education of the Viet-Nam Government. The Franco-Viet-Nameese section is represented by the University of Hanoi, a mixed university whose special status was regulated by the Cultural Convention of 30 December 1949. The French section is governed by the same convention, in application of the agreements of 8 March 1949 and public and private French schools enjoy a preferential status thanks to Franco-Viet-Nameese intellectual co-operation.

One of the clearest examples of this co-operation is the opening of French educational establishments to Viet-Nameese children in exactly the same way as to French children. Similarly, in French primary and secondary curricula, the Viet-Nameese language, the country's literature, history and civilization are given a preferential place among those of other nations.

Viet-Nam is becoming every day more conscious of its responsibilities towards the rising generation. Its cultural organization is constantly being expanded and improved so that the country may fulfil its national and international obligations. Today it is in process of rearing its cultural scaffolding, using the meagre resources at its disposal to the best of its ability. It will be able to display greater boldness in its plans when the lifting of the burden of defence has given it greater freedom of action and the necessary means to achieve its objectives.

LEGAL BASIS

The legislative measures covering national education in Viet-Nam are the following:

Decree No. 33-GD of 19 September 1949 promulgated by H.M. Bao-Dai, defining the powers of the Ministry of National Education.

Decree No. 96-GD of 29 December 1949 promulgated by H.M. Bao-Dai, laying down the organization of national education.

The two decrees of 20 January 1952 which, firstly, establish compulsory primary education for children of both sexes between 6 and 14 and, secondly, prescribe the organi-

Pupil-teacher ratio: 56 in public Viet-Nameese schools.

Total revenue (1952 National Budget): 3,787,245,310 piastres.

Official exchange rate (1950): 1 piastre = 0.04861 U.S. dollar.

Prepared by the Ministry of National Education, Saigon, in March 1953.

zation of a campaign for the elimination of illiteracy. The Order of 27 August 1949, amended by the Order of 27 September 1949 and the Order of 29 August 1952, the last named restoring the teaching of French in Viet-Nameese primary schools.

The Order of 13 September 1949 prescribing the curricula and timetables for accelerated primary education and adult classes.

Order No. 9-ND/GD of 5 September 1949 amended by Order No. 116-ND/GDN of 6 October 1950 laying down curricula and timetables for Viet-Nameese secondary education.

Order No. 88-ND/GD of 23 May 1951 dealing with the organization of the Department of National Education.

ADMINISTRATION

The Ministry

Education in Viet-Nam comes under the Minister of National Education, whose jurisdiction covers all public educational establishments and services and their administrative and teaching staff, as well as private education.

The chief responsibility of the Minister of National Education is to prepare and submit to the Head of State a policy covering primary, secondary and higher education; technical and industrial education; popular education and the education of ethnic minorities; scientific research; libraries and records; fine arts and historical monuments.

The minister has under him an administrative directorate and an educational directorate. The administrative directorate is composed, in addition to the minister's immediate administrative assistants and his private secretariat, of a classification and records bureau, a personnel bureau and a supply and accounts bureau.

The educational directorate, which is in charge of the technical work of the ministry, is composed of a department of higher and secondary education, a department of primary and popular education and a department of fine arts and cultural affairs.

Local Administration

The administrative control of primary, secondary and

popular education is highly decentralized and is in the hands of regional departments in northern, southern and central Viet-Nam.

With the exception of the University of Hanoi and a few other establishments which come directly under the Ministry of National Education, the schools in each area are run by a regional education department. The heads of these departments are responsible to the Minister of National Education for technical and professional questions, and to the regional government for administrative questions. In northern Viet-Nam, however, responsibility for popular education rests with the head of the youth department, who is assisted by an inspector of popular education.

Technical Supervision

At the head of primary education in each province is an inspector of primary education. The provincial primary inspectors are in technical and administrative matters the representatives of the head of the regional education department in the province concerned.

In northern Viet-Nam, the head of the Education Department is assisted by two territorial inspectors (one for arts and the other for science), who are responsible for supervising the work of the provincial inspectors and of private educational establishments, and for inspecting the teachers of the first stage of public secondary education.

In central Viet-Nam, an inspector of primary education assists the head of the department in the inspection of primary education in the area.

In southern Viet-Nam, in addition to the provincial primary inspectors, there is an inter-provincial inspector, who is responsible for an area comprising several provinces.

Finally, the general supervision of education in Viet-Nam is in the hands of a staff of national inspectors, who come under the educational directorate of the Ministry of National Education.

Finance

The Cabinet each year fixes the national education estimates, which are prepared and submitted to it by the Minister of National Education. Each regional governor similarly fixes the regional education estimates on the submission of the head of his education department. The regional estimates are submitted to the Cabinet for approval before being put into effect and may benefit by grants-in-aid from the national budget in the same way as the other departments of the regional government.

The Department of National Education does not meet the running expenses of primary schools and institutions of popular education.

At the present moment, in northern and central Viet-Nam, American economic aid covers the greater part of the costs of popular education (adult and accelerated primary classes).

The costs involved in primary education (staff, supplies and construction of schools) are met from three sources: the regional budget, the municipal and provincial budgets or the communal budgets.

The Decree of 29 December 1949 lays down that the

costs of secondary and higher education—with the exception of the Franco-Viet-Nameese University of Hanoi—shall be borne by the national budget.

As far as secondary education is concerned, however, the regional budgets are continuing provisionally, pending the financial reorganization of the State, to meet the running costs of the *lycées* and *collèges* (with the exception of the Bao-Long *lycées*, the Hanoi Industrial Technical School, the Hanoi National School of Handicrafts and the Hanoi Vocational School for the Blind, whose costs are borne by the national budget).

National education is free in primary and secondary schools. The regional authorities allocate a large number of scholarships and grants to primary and secondary school pupils. Scholarships awarded out of the national budget are available to the best pupils in the technical schools in northern Viet-Nam (the Industrial Technical School and the National School of Handicrafts, both at Hanoi). Pupils of the Vocational School for the Blind at Hanoi and the Bao-Long *lycée* are taught and boarded free.

TEACHER TRAINING

Primary school teachers are supposed to have received training in teacher-training schools or in accelerated teacher-training classes. In order, however, to provide for the staff requirements of the primary schools, which are constantly increasing, a number of teachers have been engaged who hold no more than the lower stage secondary school certificate or its equivalent. These teachers are required to take supplementary teacher-training courses every year during the school summer holidays. Teachers who have obtained a certificate at such a course or at a teacher-training school and those who have been engaged on their academic qualifications cannot be given a permanent appointment in the established primary education staff—at least in northern and central Viet-Nam—until they have spent a probationary period of not less than one and not more than three years and obtained a teacher's diploma, which involves a written examination and oral and practical tests.

The Higher National School of Education at Hanoi trains teachers for the lower stage of secondary education. Teachers in the other secondary school classes are engaged from among graduates of French universities.

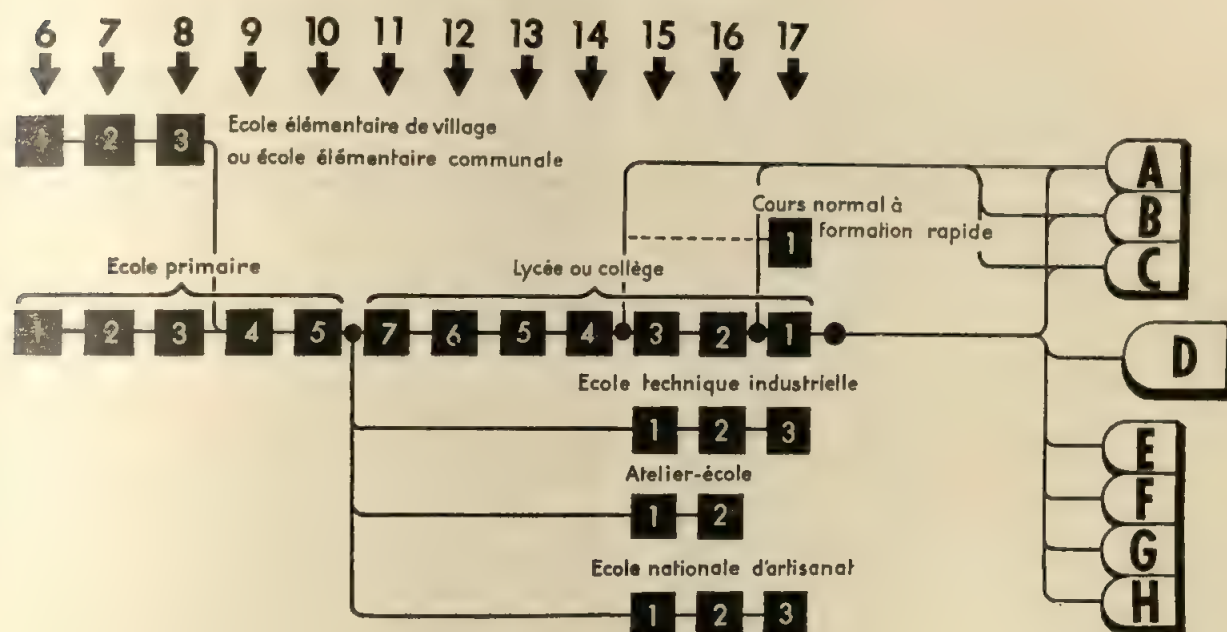
Teaching staff, for institutions of higher education, in the French or Viet-Nameese sections, are recruited from graduates of French universities or from prize-winners in the triennial competitions which form part of the traditional education system, and from Viet-Nameese scholars who have carried out advanced studies either in Viet-Nameese or in Chinese literature and civilization.

ADULT AND FUNDAMENTAL EDUCATION

Order No. 18-ND/GD of 13 September 1949 established two special branches of education as part of the campaign against illiteracy: accelerated primary education and adult classes.

The accelerated primary education schools take illiterate

DIAGRAM



GLOSSARY

NOTE. The numbering of the secondary classes (*lycées* and *collèges*) begins at the seventh class going up to the first, the second and first classes respectively preparing pupils for the first and second parts of the *baccalauréat* (university entrance).

atelier-école: vocational training school workshop training.

cours normal à formation rapide: teacher-training school with accelerated course.

école élémentaire de village ou école élémentaire communale: incomplete primary school in country districts.

école nationale d'artisanat: vocational training school of arts and crafts.

école primaire: primary school.

école technique industrielle: vocational training school (technical).

lycée ou collège: general secondary school.

HIGHER EDUCATION

A. *École de navigation maritime*: college of navigation.

B. *École de radioélectricité*: college of radio and electrical engineering.

C. *École supérieure des travaux publics*: college of civil engineering.

D. *Université*: university with Vietnamese faculty of arts, faculty of law, joint faculty of medicine and pharmacy and faculty of science.

E. *École nationale d'administration*: national college of administration.

F. *École supérieure de pédagogie*: institute of education.

G. *École de chirurgie dentaire*: college of dentistry.

H. *École d'architecture*: college of architecture.

pupils between 15 and 18, who attend two cycles of classes, each of 4½ months' duration.

Adult classes take pupils of over 16, illiterate or not. The classes are divided into two cycles, of three months each.

ORGANIZATION

National education in Viet-Nam is divided into two distinct branches, general and vocational, within each of which there are three levels, primary, secondary and higher.

General education at the primary level is provided in primary schools proper or in out-of-school institutions; at

the secondary level, in *lycées* and *collèges*, and at the higher level in the University of Hanoi and the specialized schools.

Vocational education at the primary level is provided in workshop schools, practical schools of agriculture, practical schools of industry, schools of applied arts and vocational schools; at the secondary level, in the technical colleges, and at the higher level in the higher technical schools.

In addition to the public educational system, there are also private educational establishments, which can be similarly divided into those offering general education or vocational and technical training, and into primary and secondary grades. There is as yet no private higher

education. The number of private schools has increased enormously since the institution of compulsory primary education for all children between 6 and 14.

Side by side with the purely national educational system, there is a French educational system, public and private, with a curriculum the same as that obtaining in France itself, and the schools are open not only to French but to Viet-Nameese children, who, if they intend to finish their education in a French university, require a more advanced study of the French language.

Finally, in addition to the educational provision made for Viet-Nameese, French and foreign pupils in the various scholastic and university establishments of Viet-Nam, special arrangements have been made for the ethnical minorities, who are guaranteed an education in line with modern culture.

Necessary complements to general education and technical training are the various forms of education which are intended to meet the needs of the civil service on the one hand and national defence on the other. A National School of Administration has thus been opened, as well as a number of military training centres, such as the Dalat All-Arms School.

Taking Viet-Nam territory as a whole, the educational system, while it may from time to time expand in one area or contract in another, is making a steady advance wherever the restoration of order can guarantee the minimum of peace and tranquillity necessary for teachers and pupils to get ahead with their work.

A brief survey of school organization in the three regions follows.¹

NORTHERN VIET-NAM

Primary Education

The curricula for this were laid down and brought into force by the Order of 27 August 1949; the primary stage calls for five years' school attendance, terminating with the examination for the Viet-Nameese Primary School Certificate.

Elementary or local schools in the villages provide only the first three years of this stage.

The total enrolment in primary schools at the end of January 1953 was 146,495, this figure including the pupils at village schools whose costs are met out of the communal budgets. The establishments numbered 1,127 with 3,664 classes.

If the enrolment in private schools and in out-of-school popular education and anti-illiteracy groups is added to that in provincial or communal primary schools proper, the total number of pupils receiving primary education in the wider sense of the word, at the end of January 1953, will be found to total 267,394.

Secondary Education

Secondary education establishments in northern Viet-Nam

provide a curriculum on Viet-Nameese lines, which is very different from that of French secondary education, and in which the Viet-Nameese language, literature and history take the leading place. The French language and French literature are still taught, but only sufficiently to permit young Viet-Nameese to complete their education in French universities with the least possible trouble. Greek and Latin have been replaced as subjects by Chinese characters and Chinese literature, and classical humanities by Far Eastern humanities. English is treated as the second modern foreign language for the purposes of the Viet-Nameese *baccalauréat* and retains all its prestige.

The number of Viet-Nameese secondary schools in northern Viet-Nam, and their total enrolment are, however, very small. At the end of January 1953, there were 7,503 pupils attending 11 *lycées* or *collèges*, with 145 classes. To these should be added the 12,470 pupils of the private secondary educational system, with its 64 schools and 220 classes, which makes a total secondary school enrolment of 19,973 for northern Viet-Nam.

In the present circumstances, the majority of northern Viet-Nameese secondary schools, public and private alike, only provide secondary education to the end of the first stage, with the exception of the Chu-Van-An and the Nguyễn-Trai *lycées*. The only reason is the growing difficulty and expense of recruiting teaching staff for the second stage, which prepares pupils for the first and second parts of the *baccalauréat*.

Higher Education

Under the terms of the Cultural Convention concluded between France and Viet-Nam on 30 December 1949, the organization of higher education remains to some extent bipartite.

The higher educational establishments which form the Franco-Viet-Nameese University come, most of them, under a Franco-Viet-Nameese governing body. Their principal centre is at Hanoi, with branches at Saigon: that is the case with the mixed Faculty of Medicine and Pharmacy, the Faculty of Sciences and the Faculty of Law. The Viet-Nameese Faculty of Letters, which also has its seat at Hanoi and which teaches Chinese and Viet-Nameese history, philosophy and literature, and the Higher School of Education are the only two which come under the Viet-Nam Ministry of National Education.

The total enrolment of the Franco-Viet-Nameese University is not high; most of those Viet-Nameese students who are interested in higher education attend one of the great French universities, after having taken the *baccalauréat*.

The enrolment of the Viet-Nameese Faculty of Letters and the Higher School of Education at the end of January 1953 was 179.

The course at the Viet-Nameese Faculty of Letters comprises a preparatory year, at the end of which a certificate of general literary studies may be taken, and the main period of study, which offers preparation for the five certificate examinations necessary for the degree of licentiate in letters: Viet-Nameese literature, history of Eastern and Western philosophy, French literature, ancient and modern Chinese studies, and Viet-Nameese and Chinese

1. Regional statistics quoted in the text have value in relating the different levels and types of education within the region to one another; but for totals the national tables at the end of the chapter are more reliable. EDITOR.

history. Three of these certificates are required for the degree of licentiate of the Viet-Nameese Faculty of Letters.

The course at the Higher School of Education, for training secondary school teachers, is divided into two stages, only the lower being taught at the moment. This lower stage, which lasts two years, draws its pupils from those who have passed the *baccalauréat* examination in the French or Viet-Nameese secondary education systems. It prepares them for the teaching of letters or the sciences in the lower stage of the national secondary education system; the second stage, also of two years' duration, will complete their training to the level of the licentiate in education.

Vocational Education

Vocational education in northern Viet-Nam is still confined to apprenticeship. Its aim is to train skilled workers for local industries and handicrafts; courses are essentially practical and certificates of technical efficiency are awarded at the end of them.

It is provided in northern Viet-Nam by the Industrial Technical School, the National School of Handicrafts and the Vocational School for the Blind, all at Hanoi, and by the Vocational School at Haiphong.

The National School of Handicrafts teaches the arts of lacquering, goldsmith's work, Chinese tapestry work and cabinet-making. Other sections are to be started for embroidery, textile printing, brocading, ceramics, glass-work and enamelling of metals. The Industrial Technical School, in addition to its classes in technology, industrial design, mathematics, physical sciences and mechanics, teaches turning, fitting, carpentry, forging and copper-smith's work, and trains electricians. The Vocational School for the Blind gives a course of general education at the primary level and also provides regular lessons in solfeggio, singing and instrumental music as well as in the lesser handicrafts, especially basket-making, carpentry and iron-working. The Vocational School at Haiphong, like the Industrial Technical School at Hanoi, trains skilled workers for a number of basic trades in local industry and handicraft work.

Public technical education may not have a very large enrolment, but private vocational schools at the end of January 1953 were teaching 2,007 pupils of both sexes, there being 24 establishments with 62 classes.

Adult and Fundamental Education

This branch of education (known in Viet-Nam as popular education) is expanding at an extraordinary rate thanks to the enterprise and enthusiasm of the Directorate of Youth and Popular Education.

In October 1952 it could boast of 2,710 classes, with an enrolment of 90,840 pupils, 48,285 of them over the age of 15. At the end of January 1953, in spite of military operations, the harvest work and the approach of the Têt (the local New Year holiday), a period of great commercial activity, there were still as many as 78,393 pupils in 2,558 classes.

CENTRAL VIET-NAM

Primary Education

The curriculum and the length of the primary stage are the same as in northern Viet-Nam. The Viet-Nameese language is used as the medium of instruction, and its study is the principal subject. The Viet-Nam primary certificate may be gained on completion of the stage.

At the end of January 1953, there were 209 public primary schools in central Viet-Nam, with 800 classes and an enrolment of 38,000. Including the Viet-Nameese private educational system, with 97 schools and 315 classes, and the out-of-school popular anti-illiteracy institutions, which are also Viet-Nameese, the total enrolment in primary education is 67,233, a figure which is not wholly satisfactory but which may well increase as the pacification of the country progresses.

Secondary Education

As in northern Viet-Nam, Viet-Nameese secondary education in central Viet-Nam follows a curriculum which is radically different from that of French secondary education, and in which the French language and literature occupy no more than a privileged place among other foreign languages and literatures.

The Viet-Nameese *baccalauréat*, however, is composed of two parts, like the French *baccalauréat*, the candidates taking the first part at the end of the fifth year and the second part when they have finished the following class.

The subjects for examination on the literary side are chiefly the language, literature, history, and civilization of Viet-Nam. The curricula of the scientific side are almost the same as those for the corresponding French *baccalauréat*.

Public secondary education in central Viet-Nam has a total of nine schools, including the Bao-Long *lycée* at Dalat, with 3,944 pupils. If private secondary schools are included, total secondary enrolment amounts to 6,500, in 18 establishments.

Finally, while the curricula of the Viet-Nameese *baccalauréat* are strictly adhered to in public secondary schools, the private secondary system still remains faithful, in some establishments which came into existence before March 1945, to those of French secondary education. Thus, where the French language and French literature are concerned, the standard of work in public secondary schools in central Viet-Nam is different from that in private establishments.

Vocational Education

Public vocational education is still in a rudimentary stage in central Viet-Nam, and at the moment is provided in two workshop schools designed to train skilled workers for the vital branches of local industry or craftsmanship. They are the workshop school of Nha-Trang and the newly established workshop-school of Hué; a third workshop-school will be open at Tourane at the beginning of next term. These are, however, no more than apprenticeship centres, which offer in addition a few classes in general culture.

Adult and Fundamental Education

Though it may not be so extensive as in northern Viet-Nam, popular education, designed to combat illiteracy, is expanding in central Viet-Nam at a most encouraging rate. Popular education classes, organized by voluntary effort, have been opened in the province of Thua-Thiên (seven), at Da-Nang (five), at Quang-Nam (four), at Khanh-Hoa (24) and at Ninh-Thuân (11).

At the end of January 1953, popular education classes open in central Viet-Nam territory as a whole numbered 390 and pupils 14,732 (against 345 classes and 13,116 pupils in December 1952 and 239 classes and 9,388 pupils in October).

SOUTHERN VIET-NAM

Primary Education

Primary education in southern Viet-Nam no longer differs from that in the north or the centre: the Viet-Nameese language occupies an important place in the curriculum, both as a subject and as the medium of instruction. French, which was for a time banished from the elementary primary classes, was recently reintroduced into the curriculum of the middle and higher classes.

Total enrolment in primary schools at the end of January 1953 amounted to 285,639 pupils attending 1,075 establishments with 4,843 classes. To this should be added some 200,000 pupils in private primary education and the 21,206 persons attending popular courses (adult and accelerated elementary classes). Total enrolment of pupils in establishments of this standard in southern Viet-Nam thus exceeds half a million.

The figure is particularly significant by comparison with the rest of the territory and is capable of being improved when peace returns by the construction of new schools in areas not yet under the control of the national government.

Secondary Education

The Viet-Nameese secondary education curricula came into force at the beginning of the last school year, on 15 September 1952, with the establishment of a seventh form equivalent to the sixth form in the French secondary education system, in the series of classes leading up to the *baccalauréat*.

The secondary education system in southern Viet-Nam comprises eight establishments, not counting the teacher-training school, which is designed to train masters for primary education.

Enrolment at the end of January 1953 was approximately 6,800, to which should be added some 10,000 pupils in private secondary schools.

Higher Education

Higher education in southern Viet-Nam is expanding as the result of political events which led to the transfer to Saigon of the University of Hanoi.

At the moment, southern Viet-Nam retains its joint Faculty of Medicine and Pharmacy, and its science and law faculties, in the form of branches of those of northern Viet-Nam. They are bipartite, that is to say Franco-Viet-Nameese, university centres.

Vocational Education

Alongside the mixed institutions of higher education, where French is still the official medium of instruction and whose curricula are almost identical with those of the corresponding French higher schools, higher technical schools have been set up in southern Viet-Nam run by a purely Viet-Nameese administration. They are:

1. The Higher School of Public Works at Saigon. The course consists of a preparatory year, which is no more than an introduction, two years of secondary teaching designed to train technicians, and a final year at a higher educational standard for the training of engineers.
2. The School of Radio-Electricity at Saigon. This offers a one-year course for the training of radio operators, second-class, and a two-year course for the training of radio technicians.
3. The Viet-Nameese School of Maritime Navigation, at Saigon. This has two sections, engine-room and deck. Such as they are, these three schools may be considered as the starting-point of Viet-Nameese higher technical education. Progressively, as peace returns, as the State finances are relieved from the crushing burden of war, as Viet-Nameese youth is set free from its military obligations, and as a teaching staff comes into being, the whole structure of Viet-Nameese higher technical education will take on a more substantial form.

Enrolment in higher technical education in southern Viet-Nam is not high at the moment. At the end of January 1953 it numbered 285 students.

To these 285 pupils receiving higher technical education may be added the 539 pupils of the five establishments of primary and secondary technical education: the schools of art at Gia-Dinh, Bien-Hoa and Thu-Dau-Mot, the technical college and the apprenticeship centre at Saigon. Counting these, total enrolment in technical education in southern Viet-Nam amounts to 824 pupils, from whose ranks the government and the local industry and handicrafts recruit their skilled workers, foremen and technicians.

To this figure may further be added the pupils of the workshop schools at Saigon, Mytho and Rachgia, and those of the domestic economy classes at Saigon, Bien-Hoa, Gia-Dinh, Tân-An, Gocong, Vinh-Long, Can-Tho and Châu-Dốc, which are attached either to primary schools or to private primary and secondary technical schools. This yields a total of several thousands of pupils of both sexes, which gives a provisional picture of the progress made in southern Viet-Nam in the field of vocational education.

Adult and Fundamental Education

The campaign against illiteracy made a fairly early start in southern Viet-Nam. In September 1952 there were 226 adult classes, with 10,227 pupils and 67 auxiliary preparatory classes, for illiterate children under 15, with 6,450 pupils.

At present there is an enrolment of 21,206 in 155 auxiliary preparatory classes, 235 adult classes and two accelerated elementary education classes. The figures are constantly growing with the progress of pacification and the increased financial resources placed at the disposal of the founders of a movement which has made such a promising start.

TRENDS AND PROBLEMS

Despite its war effort, Viet-Nam has accepted heavy sacrifices in order to develop and extend its educational system to keep pace with the progress of pacification and the needs of the population.

There is every reason to hope that once peace and prosperity return, a strong impetus will be given to every branch of education.

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1. HIGHER EDUCATION, 1951/52

Faculty	Number of faculties	Teaching staff			Students	Degrees awarded	
		Total	Professors	Lecturers		Doctorats	Licence or diplôme
All faculties	9	117	44	73	1 947	71	571
Law	2	26	10	16	866	2	191
Medicine ¹	2	43	19	24	187	69	—
Science	2	12	6	6	318	—	162
Architecture	1	8	4	4	21	—	2 ...
Dentistry ¹	.	.	.	.	11	—	—
Schools of midwifery ¹	.	.	.	.	104	—	74
Pharmacy ¹	.	.	.	.	221	—	96
Radio-electricity	1	11	3	8	146	—	2 48
Public works	1	17	2	15	73	—	{

Source. Viet-Nam. Ministère de l'Éducation Nationale, Saigon.

1. The two faculties of medicine (Hanoi and Saigon) provide courses in medicine, dentistry, pharmacy and courses for midwives.

2. Diplomas in architecture, radio-electricity and public works counted together.

2. PUBLIC EXPENDITURE ON EDUCATION CREDITS BUDGETED FOR PRIMARY EDUCATION IN 1952 (in piastres)

Region	Personnel	Supplies	School buildings	Total
Total	255 304 018	10 341 194	5 475 158	271 120 370
Northern Viet-Nam	71 263 000	1 346 000	278 442	72 887 290
Central Viet-Nam	30 933 100	2 911 000	1 ...	33 844 100
Southern Viet-Nam	153 108 070	6 084 194	5 196 716	164 388 980

Source. Viet-Nam. Ministère de l'Éducation Nationale. *Étude sur la scolarité obligatoire en vue de la conférence des pays du Sud-Est Asiatique organisée par l'Unesco.*

Note. Official exchange rate: free rate at 31 December 1950: 1 U.S. dollar = 20.58 piastres.

1. These figures were included in the budget of the Public Works Service.

3. SUMMARY OF SCHOOL STATISTICS, 1952/53

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Public schools, Viet-Nam type	2 405	8 002	1 591	470 481	149 963
Public schools, French type	...	...	...	...	...
Private schools, Viet-Nam type	650	2 107	993	93 509	32 458
Private schools, French type	...	...	...	...	...
Private schools, Chinese type	191	1 170	394	41 019	13 646
Adult classes and courses	3 188	3 743	187	192 458	102 592
Secondary					
<i>General</i>					
Public secondary schools	31	717	114	17 157	4 832
Private secondary schools	81	635	53	21 606	4 318
<i>Vocational</i>					
Public schools	24	167	26	1 874	473
Private schools	44	103	68	3 529	1 761
Higher					
University of Hanoi	1	89	...	1 728	33

Source. Viet-Nam. Ministère de l'Éducation Nationale, Saigon.

Note. Under secondary education there are also schools of the French type both public (2,855 students in December 1950) and private (2,916 students in December 1950) and private Chinese schools (2,070 students in December 1950). The table does not report teacher training at secondary and higher levels or higher technical schools. Saigon.

Y E M E N

Total population (1951 midyear estimate): 4,500,000.

Total area: 195,000 square kilometres; 75,000 square miles.

Population density: 23 per square kilometre; 60 per square mile.

Based on published sources, prepared in June 1953.

Education in Yemen is provided for from funds made available by the Wakfs (official religious foundations' administration) and the Imam's privy purse.

The kuttab is the prevalent form of educational institution, where children are taught the Koran and the fundamentals of the three R's. Since the location of the kuttab is usually the mosque, this type of school is widespread over the whole country. It is reported that in 1941 there were 500 government schools (there is no indication whether by government school is meant kuttab). Students planning to follow up their studies proceed to the religious colleges, which are also located in the mosques. The most important of these are in the towns of Bir al-A'zab, Zabid and Dhamar. The subjects taught include Arabic, philosophy, commentaries on the Koran, Moslem Law, tradition

and history. Graduates of these colleges are normally appointed to government posts and to the courts.

Yemen has an agricultural school and a vocational school, where pupils are trained in soap-manufacturing, carpentry and weaving. The Imam's present educational policy is to provide a graded school system with six primary and five secondary classes for pupils between the ages of 7 and 17.

REFERENCE

FAROUGHY, A. *Introducing Yemen*. New York, Orientalia, 1947. 123 p.

YUGOSLAVIA

Total population (1951 midyear estimate): 16,340,000.
Total area: 256,900 square kilometres; 99,200 square miles.
Population density: 64 per square kilometre; 165 per square mile.
Total enrolment: 1,524,981 in primary schools.
Enrolment of girls as percentage of total: 46 per cent in primary schools.
Pupil-teacher ratio: 57 in primary schools.
Illiteracy rate, 10 years and over (census of 1948): 25 per cent.

LEGAL BASIS

The Constitution of the Federal People's Republic of Yugoslavia, which was promulgated in 1945, provides in Article 38 that 'with a view to raising the general cultural level of the people, the State shall guarantee to all citizens access to schools and cultural institutions'. The constitution stresses the necessity of paying special attention to youth. 'Schools shall be public. Opening of private schools shall be subject to special legislation, and their activities shall be supervised by the State. Primary education shall be free and compulsory. Schools shall be separated from the Church.' The constituent Popular Republics of Yugoslavia used this federal constitution as a basis for their own: the constitutions of the constituent republics reproduced all the provisions of the federal constitution regarding education.

Following the decentralization and democratization of public and social life in Yugoslavia, a new constitution was promulgated in January 1953. All the provisions on education quoted above remain in force. In the field of public education, the federal authorities have contented themselves with enacting the basic legislation, which lays down the principles in accordance with which the legislatures of the republics can quite independently prepare their own laws. The constituent republics also amended their constitutions in January 1953.

The federal decrees now in force start with the instructions on teaching in general education schools, promulgated in 1952 and replacing the 1945 law which provided for seven years of compulsory primary education. This new decree makes compulsory the eight-year education period introduced in 1951. Today education in Yugoslavia is compulsory for all children between 7 and 15. The various constituent republics are preparing to promulgate their own laws on compulsory education on this basis: the Popular Republic of Croatia, indeed, promulgated such a law in 1951. Certain republics are also considering laws on secondary general education schools.

As to vocational schools, 1952 saw the appearance of the decree on apprentices and the decree on vocational schools which lay down the basic regulations for vocational education in Yugoslavia. The republics are now considering the preparation of more detailed decrees on the organization and work of vocational schools in accordance with the new system of vocational education.

National income, 1951 (at 1950 controlled prices): 234,900 million dinars.

Public expenditure on education (1950): 11,480 million dinars.

Official rate of exchange (1950, 1951): 1 dinar = 0.02 U.S. dollar.

Prepared by the Yugoslav National Commission for Unesco, in April 1953.

With regard to faculties and higher professional schools, a general measure on universities and higher professional schools is in preparation; it will serve as a basis for legislation on universities in the various republics. The measure will probably be introduced in the National Assembly during the summer of 1953.

ADMINISTRATION

The resolutions on education passed by the third plenary session of the Central Committee of the Yugoslav Communist Party and the federal constitutional law of 13 January 1953, as well as the republican constitutions which have appeared subsequently, mark a big step forward in the democratization and decentralization of public education and culture. New State organizations have been established and the transfer of powers from higher bodies to local bodies has begun. The Council for Science and Culture of the Federal People's Republic of Yugoslavia has been abolished. It has been replaced by a Committee for Public Education attached to the Executive Council of the Federal People's Republic of Yugoslavia, whose duties are as follows: to discuss the general lines of educational policy in Yugoslavia and to submit to the Executive Council draft laws covering the whole of Yugoslavia; to encourage measures calculated to promote the development of educational and cultural life and with this in view to co-ordinate the activities of the various republics; to propose measures designed to improve the material situation of education, science and culture. The committee is assisted by a secretariat of experts.

The republics have in their turn reorganized the administration of education. Public education in the republics is now controlled by the republics' executive councils, which have their own committees for public education, consisting of five to eight council members. The duties of these committees are similar to those of the Committee for Public Education attached to the Federal Executive Council, but their activity is limited to the territory of their own republic.

Besides the committees for public education, the republics have councils for education, science and culture, which are State organizations. These councils consist of from 10 to 20 members, some of whom are chosen by various

associations (associations of primary and of secondary school teachers, of the teaching staff of universities and higher professional schools, of cultural and of scientific workers) whilst the others are selected by the executive councils of the republics from persons engaged in educational, scientific or cultural work. The chairman of the council for education, science and culture in each republic is appointed by the executive council of the republic. In Croatia, the chairman of the council is also a member of the executive council.

Attached to each of the republican councils for education, science and culture is a secretariat which works in accordance with the directives of the council and controls education within the limits laid down by the law or the decrees of the executive council. The secretariat has also the right to supervise the lawfulness of the work of administrative bodies and independent units, to apply resolutions of the council and to study the problems with which the latter is dealing.

The organization of these secretariats and councils for education, science and culture is not uniform in every republic, but the secretariat in each republic is composed of three groups of experts. The first and largest group consists of experts who systematically collect and study on behalf of the council information covering the entire field of education and cultural life in the republic, and if necessary study the problems of education, science and culture in the other republics and abroad. The second group consists of inspectors of education who collect information on the working of educational and cultural institutions, supervise the work of the local councils and the lawfulness of their actions. The third group consists of the administrative and technical staff.

District and municipal people's committees have their own councils for education and culture, to deal with the schools and all other educational and cultural activities within their jurisdiction. Their first concern is with the material requirements of the schools and other cultural and educational institutions; they also provide for the supervision of their work. Inspection of teaching in the

schools is temporarily carried out by inspectors of the council for education of the appropriate district or municipal people's committee, or by distinguished teachers appointed for the purpose by the local council or the secretariat for public education of the republic. The district and municipal councils for education are also State organizations, consisting of representatives of associations of educationalists and of citizens who are concerned with cultural problems.

One sign of the constantly growing independence of schools is the fact that in some republics it is the teaching staff of a school that chooses the headmaster.

ORGANIZATION

Pre-school Education

Pre-school education, including the education given in the family and in pre-school education establishments, represents the first grade in the Yugoslav school system.

Kindergartens. The industrialization of the country has necessitated the opening of kindergartens in all the towns and in connexion with the biggest industrial concerns. Children whose mothers go out to work stay in the kindergarten from 7 a.m. to 5 p.m.; they take three meals there.

Since the institution of family allowances, most of these establishments are maintained by the contributions of parents; the district and municipal people's committees bear the cost of the health and teaching staff and make contributions towards initial costs. Public bodies also encourage the foundation of such establishments, which are administered direct by the municipal or district council for education and culture. Kindergartens are to be found today not only in towns and industrial centres, but also attached to the larger agricultural co-operatives. The villages used to have seasonal kindergartens, which were open only when seasonal work was in progress. Today a good number of these have been transformed into

GLOSSARY

dečki vrtić: pre-primary school.
ekonomski tehnikum: vocational secondary school of commerce.
gimnazija: upper general secondary school.
klasična gimnazija: general secondary school.
niža gimnazija: lower cycle of *klasična gimnazija*.
osmoletka: school with four primary and four lower secondary classes, covering the period of compulsory education.
poljoprivredna škola: vocational secondary school of agriculture.
škola učenika u privredi: part-time vocational training school for workers in industry.

škola sa saobraćaj: vocational secondary school for the transport industry.
srednja tehnička škola: vocational (technical) secondary school.
srednja umetnička škola: vocational secondary school of art.
šumarska škola: vocational secondary school of forestry.
učiteljska škola: teacher-training school.
viša gimnazija: upper cycle of *klasična gimnazija*.
zanatska škola: part-time vocational training school for apprentices.

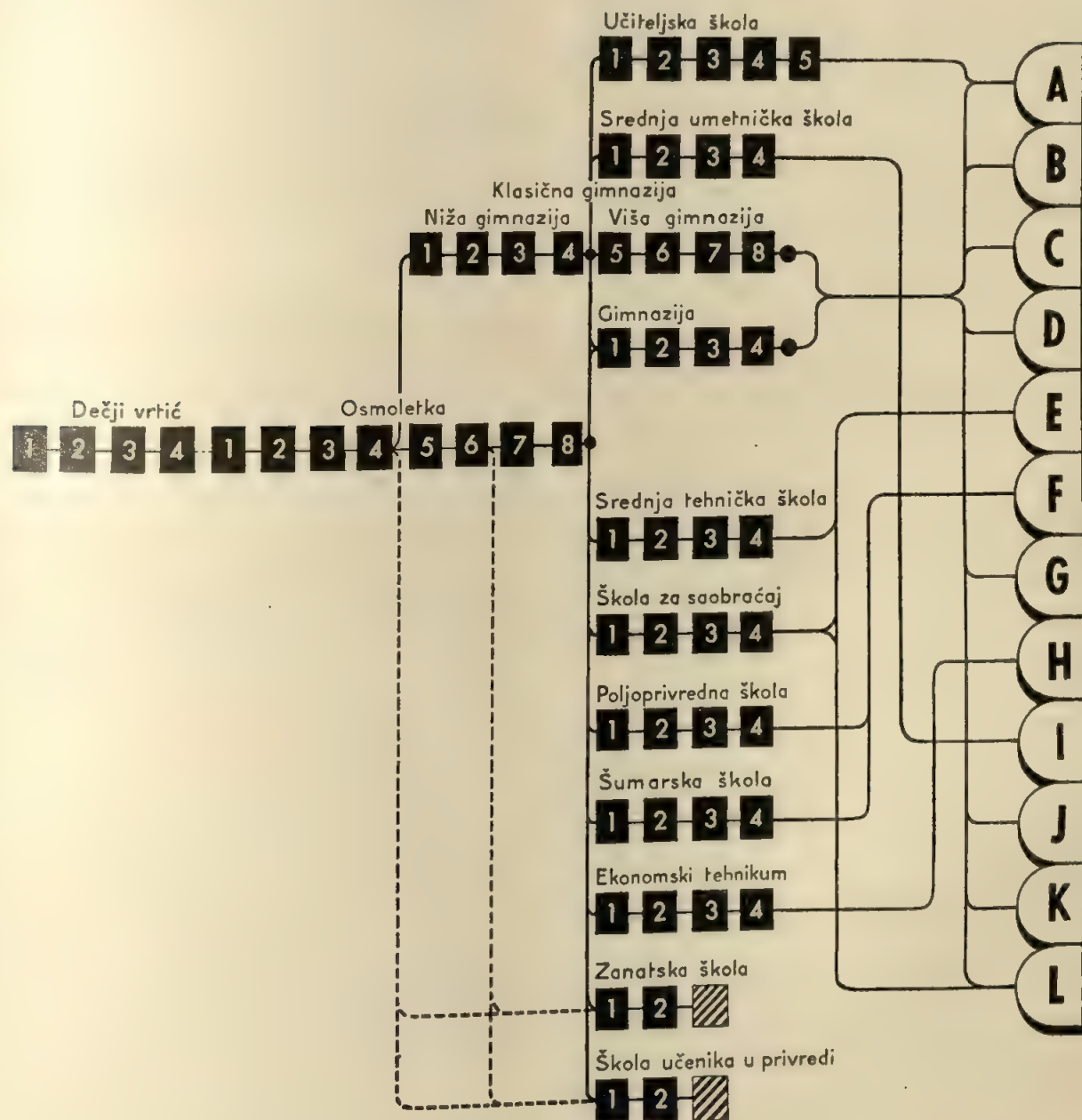
HIGHER EDUCATION

A. *filozofski fakultet:* faculty of arts.
 B. *prirodno naučni fakultet:* faculty of sciences.

C. *pravni fakultet:* faculty of law.
 D. *medicinski fakultet:* faculty of medicine.
 E. *tehnički fakultet:* faculty of technology.
 F. *agronomski i šumarski fakultet:* faculty of agriculture and forestry.
 G. *veterinarski fakultet:* faculty of veterinary medicine.
 H. *ekonomski fakultet:* faculty of economics.
 I. *umetničke akademije:* college of fine arts and music.
 J. *visoka škola za fizički odgoj:* college of physical education.
 K. *viša pedagoška škola:* institute of education.
 L. *viša pomorska škola:* naval college.

DIAGRAM

3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
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whole-time establishments and provided with a trained staff.

Children in a kindergarten are divided into three groups, according to their age, the number in each group varying from fifteen to thirty. Individual and collective work complement each other. None of the classic methods (Froebel, Montessori, Decroly) is applied in the kindergartens, but certain of their procedures are used. During their last year the children concentrate on preparing for their approaching entry to school, for pre-school education is treated as an integral part of the general educational system. The organization, curriculum and methods of educational work in the kindergartens serve as a model for other types of pre-school establishment.

Nursery schools are responsible for the education of children from 4 to 7 years of age; they are open in the morning and in the afternoon, the children returning home for the midday meal, though sometimes they take their breakfast and tea there. The number of such schools has been growing fast. Most of them are founded by the 'Children's Friends' society, on the initiative of member parents. The staff of these schools is paid by the municipal and district people's committees, who also bear all the initial costs.

Besides kindergartens and nursery schools there are the *Homes*, State institutions responsible for the protection and education of children (from 3 to 7 years) who have no family.

Teaching staff. The extension of the network of pre-school establishments calls for an ever-growing number of trained women teachers. This led in 1948 to the opening in all the people's republics of special schools, which give a four-year course and rank as teacher-training schools. Before 1949, teachers at pre-school establishments had been trained at schools which only gave a one-year course. Women who hold certificates from these schools can today complete their educational training by a supplementary course and thus become established teachers.

Primary Education

Immediately after the Liberation, in 1945, the period of compulsory education was increased from 4 to 7 years. The eight-year period of compulsory education has been introduced by degrees since 1950.

Schools providing the compulsory eight-year course (*Osmoletke*) have four primary classes and four lower secondary classes. After finishing the four primary classes, pupils can go on to the higher classes of the same school or the lower classes of a secondary school where the same curriculum is followed; pupils get the same certificates at the end of the course.

In places where no eight-year school exists, higher primary schools or complementary schools with at least two classes (fifth and sixth) have been opened. These are of a provisional type, started in small places. Their curricula are not identical and also differ from those of the lower secondary schools. Pupils of these schools who want to enter the lower classes of a secondary school or

the higher classes of an eight-year school have to pass a special examination.

General education schools are organized on different lines in each people's republic, but the general trend is towards making the eight-year school the single type of compulsory school. In the towns and departmental centres, there will also be either full secondary schools, consisting of four lower classes and four higher classes, or higher classes alone in a single school. In villages where the necessary conditions for the opening of an eight-class school do not exist, the primary school will have an extension in the form of a complementary school, providing a two-year course. In Slovenia, there are primary schools where the course lasts eight years. The age for admission to the first class of primary schools is 7, or earlier with the approval of the school doctor.

At the end of their eight years of compulsory education, pupils can either start work in agriculture or industry, or enter the higher stage of general secondary education or a primary or secondary vocational school.

Secondary Education

Secondary education consists of two stages, lower and higher, each lasting four years. The lower secondary stage can take two forms: the lower classes of the *gimnazija* (from the first to the fourth class), and the higher classes of the eight-year school (from the fifth to the eighth class). Pupils take their 'little baccalaureate' at the end of this stage, and can then enter the higher stage. The baccalaureate, which is taken at the end of the higher stage, admits to the universities, the higher professional schools and the academies of art.

The bigger towns have not only the full *gimnazija* (from first to eighth class) but also the higher *gimnazija* (from fifth to eighth class) which take pupils who have passed out of the eight-year school. The subjects studied in the higher classes are the following: the mother tongue, two modern languages (choice of French, English, German, Russian and Italian), history, geography, biology, physics, chemistry, mathematics, philosophy, ethics, drawing and physical culture.

Schools for Minorities

All the minorities in Yugoslavia have schools which provide a general education in their own language. Primary schools have been opened in all the areas where such minorities exist, with lower and higher secondary schools in the bigger towns. In places where children belonging to a minority are few and where the conditions necessary for the opening of a school are not present, special sections are opened for them in the ordinary schools. The medium of instruction is the language of the minority, while the language of the people's republic in which the school is located is taught as a separate subject.

The curricula followed in the minority schools are the same as those of corresponding schools throughout the country, the only difference being the medium of instruction.

Shortage of teaching staff presents a serious obstacle to the opening of such schools, particularly in the case of

minorities that were not recognized in the old Yugoslavia. Before the war, the Albanians—a large minority—the Bulgarians, Turks and Ukrainians did not have their own schools and consequently had neither primary nor secondary teachers of their own. In order to be able to open minority schools, it was therefore necessary to train a teaching staff as rapidly as possible. With this in view, special classes and special teacher-training schools using the minority language were started or, failing this, special sections were opened in other teacher-training schools.

Vocational Education

The schools for young workers train skilled workers for industry, handicrafts, mines, transport, agriculture, trade and catering, and the skilled staff necessary for the health services and other social undertakings. These schools are divided into apprentice schools and industrial schools.

The aim of the apprentice schools is to provide the necessary general and vocational knowledge for pupils who are training to become skilled workers in industrial concerns or handicraft workshops. Such schools existed in pre-war Yugoslavia, but enormous progress has been made in the content of the teaching and the working conditions of the apprentices. In the old Yugoslavia the schools gave a supplementary evening course of general education for one or two hours every day after the pupils had put in an eight-hour day at their work. Today, in addition to general education, they provide their pupils with the technical knowledge indispensable for the trade or craft for which they are preparing. The position of the apprentices has also much improved: the total length of the practical work they do at their job and of the classes at the school must not exceed 42 to 48 hours a week. Their living conditions are also better; they are entitled to a paid holiday of 30 days in summer and seven days in winter. To help schools to fulfil their aims as completely as possible, an attempt is being made to give pupils following the same trade the opportunity of attending the same schools, which are thus acquiring a more and more specialized character.

In the industrial schools, pupils develop their practical abilities as well as their theoretical knowledge. These schools bear the names of the industrial branch or craft for which they train their pupils (industrial, agricultural, mining, catering, etc.). The practical work takes place in the schools themselves or, as a temporary measure, in some industrial or other concerns, under the supervision of the school. The practical work is carried out in accordance with a fixed curriculum, enabling pupils gradually to acquire the necessary skills. Candidates for admission to schools for young workers must satisfy the following conditions:

1. Be not less than 14 years old; for certain trades which call for more fully grown workers, the minimum age is 15 or 16 (building, metal-working, etc.).
 2. Have attended a seven or eight-year course of compulsory schooling; the four-year primary school course is an indispensable minimum.
 3. Enjoy normal physical and mental health.
- The regulations fix the length of the courses in schools for young workers at three years. For certain trades

which call for longer training they are extended to four years, for others reduced to two. At the end of their course, the pupils take an examination which gives them the title of skilled worker. If pupils who receive the certificate of these schools satisfy certain conditions, they can continue their studies in specialists' schools or in secondary vocational schools.

Specialists' schools are designed to train highly skilled workers for the foreman level in industry and other economic activities, and also to provide for the training of master craftsmen. These schools existed in pre-war Yugoslavia, but their chief purpose then was the training of master craftsmen. Today they are mainly concerned with improving the technical abilities of skilled workers.

Admission to specialists' schools is open to persons who have been employed as skilled workers for not less than three years. The courses last three years, the curriculum is chiefly theoretical and the pupils keep their employment. For certain branches of production, the possibility is being considered of opening specialists' schools where the pupils will also be able to acquire all the practical experience they require; they would then leave their employment and devote their full time to their studies.

Secondary vocational schools train intermediate personnel. In addition to a general education, they provide theoretical and practical vocational training. There are secondary technical schools, agricultural schools, transport schools, forestry schools, and secondary schools of commerce.

According to the type of school, pupils wishing to enter secondary vocational schools must fulfil the following conditions:

1. They must have received a lower secondary education. The course of secondary vocational training lasts four to five years, according to the trade.
2. Certain secondary vocational schools, such as schools of medicine, geodesy and transport, admit pupils who have attended at least six classes at a secondary school. The course of study is two to three years.

The most recent regulations provide for the establishment of secondary vocational schools open to pupils who, upon completion of their compulsory education, have attended a school for young workers. The primary aim of these schools, which will provide a three-year course of study, will be to train technicians for industry; they are to be opened for the school year 1954/55.

Higher Education

Higher education in Yugoslavia is provided in universities, higher professional schools, some of which rank as universities and the others as faculties, advanced schools and academies of art. All these institutions of higher education are responsible not only for providing theoretical instruction, but also for training students to carry out scientific research; their aim is to turn out highly qualified specialists for all branches of science and art.

Higher education has developed independently in each people's republic; immense progress was made after the Liberation and in Yugoslavia today there are 5 universities with 34 faculties, 4 higher professional schools ranking

as universities with 18 faculties, and 5 higher professional schools ranking as faculties.

Belgrade has a university with faculties of letters, natural science and mathematics, law, economics, agriculture, forestry, and veterinary medicine; a higher technical school, established as a result of the separation of the faculty of technology from the university itself, which has the following faculties: architecture, building, mechanics, electrotechnics, technology, mining and geology; a higher school of medicine, formed by the faculties of medicine and pharmacy, which were separated from the university, together with the recently founded faculty of stomatology; and a national institute for physical education.

Zagreb University has the following faculties: letters, natural science and mathematics, law, economics, agronomy and forestry, veterinary medicine, technology, medicine and pharmacy.

At Ljubljana, there is a university with faculties of letters, law and economics; a higher technical school, with faculties of architecture, building, mechanics, electrotechnics, chemistry, metallurgy and mining; a higher school of medicine, formed as a result of the separation of the faculty of medicine from the university itself and composed of the faculty of medicine and the recently founded faculty of stomatology; a faculty of agronomy and forestry.

Skopje has a university, founded after the Liberation; it has faculties of letters, agronomy and forestry, medicine, technology, economics and law. Sarajevo possesses a university, also founded after the Liberation, with faculties of letters, law, agronomy and forestry, medicine, veterinary medicine and technology.

In addition to universities and higher institutions, there are various other types of advanced schools, primarily concerned with professional training. They provide a two to three-year course of study and, although they do not rank as faculties, students having completed the course at these schools can go on to the corresponding faculties, and the equivalence of a certain number of examinations and half-year terms is recognized.

Advanced schools of the following types exist: teacher-training schools, the Naval College at Rijeka, the Advanced School of the Ministry of Home Affairs, and the Higher School of Journalism at Zagreb.

The normal course in faculties attached to a university is four years, except in faculties of veterinary medicine or technology, where it is a five-year course. Faculties of advanced technical schools provide a five-year course, i.e. nine half-year terms taken up by lectures and practical work, and a tenth term reserved for the preparation of a thesis for a diploma. Studies at the faculty of medicine last six years, at the faculty of stomatology five years, and at the faculty of pharmacy four years. The National Institute of Physical Education provides a four-year course.

There is a special syllabus for each branch of learning. The various faculties and advanced schools have other institutions annexed to them, i.e. institutes, laboratories, workshops, clinics, estates and agricultural research establishments, training centres, etc., which serve for teaching purposes and for scientific research.

Universities and advanced schools admit students who

have obtained their secondary school leaving certificate and have passed the entrance examination; they also admit students who have obtained their diploma at a secondary vocational school and have followed a two-year course of practical vocational training; for these students, also, the entrance examination is compulsory. In certain faculties and advanced schools (letters, law, and economics) there are, in addition to the ordinary students, a number of 'extraordinary' students who, although they have been enrolled at the faculty and are entitled to take all the examinations at the end of each academic year, are not obliged to attend lectures.

When a student has attended lectures for the requisite number of terms, passed his examinations and done all the compulsory practical work, he obtains a diploma which qualifies him to engage in a specific profession. At the faculties of technology, forestry and agronomy, it is compulsory for students wishing to take a diploma to prepare and defend a thesis; if successful, they obtain a formal degree in engineering. The faculty of medicine gives a doctor's degree, but the other faculties provide no special academic degrees; a student having obtained his diploma receives the title of his profession, i.e. economist, veterinary surgeon, lawyer, etc.

The education provided by the faculties and higher professional schools is free of charge and students have no entrance fees or dues of any kind to pay. The State provides financial assistance along the following lines: grants to students under 24 whose parents are employees (900 million dinars paid to 25,000 students in 1951/52), bursaries to those whose studies were interrupted by the war and to orphans without resources (167 million dinars in 1951/52), and subventions to various funds for students' welfare (almost 70 million dinars in 1951/52).

Teacher Training

Teacher-training schools train primary school teachers; they admit students who have completed their lower secondary education. The course at teacher-training schools has been extended from four to five years in Serbia, Croatia, Slovenia and Montenegro. The other people's republics are considering the possibility of taking a similar step. Thus throughout the country, in order to become primary teachers, pupils must attend four primary classes, four lower secondary classes and five classes at the teacher-training school. A primary school, where trainees can gain practical experience, is annexed to each teacher-training school. Trainees are also able to practise teaching in neighbouring schools.

Educational plans and curricula are not identical in all the people's republics. Generally speaking, however, the following subjects are studied: the principles and history of education, psychology, methods and practical work, philosophy, mother tongue, a foreign language, geography, history, natural history, hygiene, civics and ethics, mathematics, physics, chemistry, handicrafts, music, calligraphy, physical training, preparation for military service. In Serbia, courses of educational science, history, geography, etc., have been started in the fifth class. The minorities have teacher-training schools where their mother tongue is the language used.

Lower secondary school teachers are trained in higher teacher-training schools, where the trainees study a group of two or three subjects; this is essential, for, in some villages, the schools have a very small attendance, so that a teacher is obliged to teach several subjects. Teachers for the higher classes of secondary schools and teacher-training schools, and teachers of general subjects in secondary vocational schools are trained in the faculties of letters or those of natural sciences and mathematics.

Special Education

Mentally handicapped children are educated in special primary schools or preparatory classes and lower secondary schools. Most of these schools can take boarders, except the special classes for backward children which are attached to primary schools. An eight-year period of schooling is also compulsory for mentally handicapped children. When they have completed their compulsory schooling, children are trained for various trades; others, who show an aptitude for school work, are given an opportunity to continue their studies.

ADULT EDUCATION

In view of the existence of over 4 million illiterates in 1944, a campaign against illiteracy was launched immediately after the Liberation. Courses were organized all over the country and hundreds of thousands of illiterates were taught to read and write. Literacy courses were organized in all voluntary youth work camps and in the army, so that every soldier who had done his military service was able to read and write. From 1945 to 1950, the great majority of men and women illiterates up to 45 years of age followed these courses. During this period, all young workers, young men doing their military service and a considerable number of young peasants were taught to read and write. There are still some illiterates, however, especially in the mountainous regions of Bosnia and Kosmet, where the percentage of illiteracy is as much as 80 per cent. There is some illiteracy in other areas also, particularly among elderly women. From the 1953 census it will be possible to form an accurate idea of the present situation.

Most adult education courses are designed for those who have already learnt to read and write. They are of one year's duration and the curriculum is that of the first four years of primary education in abridged form. An examination is set at the end of the course, when successful candidates obtain a primary school leaving certificate. These courses are generally held in primary schools. In Bosnia and Herzegovina, schools providing a two-year course have been opened for young people who have been unable to receive an ordinary primary education.

More advanced adult education is provided in various forms: education of industrial workers, of agricultural workers, girls' and women's education, and the political and cultural education of the people in general. Industrial workers are educated in workers' general secondary and technical schools and workers' universities. In secondary schools providing a general education for workers, there

is a two-year course of study, corresponding to the first four secondary school years. Workers' technical schools provide advanced professional training; classes are held in the afternoon or evening; these schools rank as secondary vocational schools. Courses of varying length are also organized to improve professional abilities. Between 1945 and 1949, these courses were the main source of skilled labour; today, their object is to provide workers with refresher courses. Workers' universities are mainly to be found in large industrial towns and their aim is to improve workers' general culture, knowledge of economics and professional skill.

Young agricultural workers are educated in training centres and ordinary schools, where they receive instruction on agricultural matters and especially on new agricultural techniques.

Education for girls and women is provided in domestic science schools and in schools which teach both handicrafts and domestic science; there are also hygiene courses, compulsory for all country girls of 16 to 19 years. Further, domestic economy courses of one to six month's duration are organized for women. In order to complete girls' education, some republics have introduced domestic science courses in the higher classes of compulsory schools.

Various other means are employed to promote adult education, e.g. lectures organized by workers' organizations (trade unions, Socialist Alliance of Workers, Women's Anti-Fascist Union, etc.), people's universities, libraries, reading rooms, cultural and artistic associations, cinemas, museums and exhibitions. After the Liberation, the network of people's universities, libraries and reading rooms was considerably extended and now covers not only all towns and departmental centres but also a great many villages. There are cultural and educational associations, federated in the republics, under the name of Alliance of Cultural and Educational Associations, whose aim is to provide for the cultural and artistic education of adults.

In the field of technical adult education, an organization called Narodna tehnika (Popular Technology) is of outstanding importance. This organization has seven member associations, including the Aeronautical Union of Yugoslavia, the Union of Amateur Photographers and Cinema Technicians, the Electrotechnics Alliance and the Alliance of Yugoslav Architects. The organization when founded in 1948 had 18,000 members; by 1951, this number had risen to no less than 400,000.

There is still, however, a whole series of problems to be solved. The main problem is that of permanent schools for young people who have completed their compulsory schooling and do not intend to continue their studies.

STATUS OF TEACHERS

A decree relating to teachers' salaries came into force in April 1952. Under this decree, the criteria for the fixing of salaries are length of service, qualifications and professional performance. Members of the teaching profession are classified in the 20 categories of the salary scale for civil servants. Primary school teachers range from grades XV to VIII, secondary school teachers

and university demonstrators from XIV to VI, assistant university lecturers from VI to IV, university lecturers from IV to III and full professors from II to I. Promotion from one category to another is automatic at the end of three years, except in the case of primary teachers' promotion to category VII; in these two cases, the approval of the Personnel Commission of the republic's Council for Education, Science and Culture is required.

Members of the teaching profession are entitled to a pension: men after 35 years of service from the age of 55 onwards; women after 30 years of service, from the age of 50 onwards.

SCHOOL WELFARE SERVICES

School Meals

In towns and industrial centres, school meals are organized by people's committees in collaboration with the school, the parents' association and certain organizations such as the Red Cross, the Mothers' Union, etc. The expenses are met by the parents. In rural districts, school meals are organized by the schools themselves with the help of the parents, who finance them, and of public institutions, which make regular grants for the purpose. School meals are available to all schoolchildren; certain categories of children are entitled to priority.

Besides these school meals, boarding facilities are available at secondary vocational schools and teacher-training colleges. Parents are responsible for the upkeep of the boarding arrangements, but the public authorities meet the initial costs and pay the salaries of the staff. In every university town, there are students' centres and canteens, each of them under independent management.

School Health

School health services are ensured either by school clinics or special sections of the out-patients' departments of hospitals and ambulances designed for the general public. Health institutions in the people's republics organize special courses for doctors practising in school out-patients' departments. All children are given a medical examination at the beginning and end of each school year. Medical treatment is free of charge.

The State pays particular attention to medical services for students. The University of Belgrade has a special clinic for them, with ten ambulances and three sanatoria. The State meets all expenditure entailed by students' health services.

Youth Organizations

Various social and public institutions help to organize children's lives and education outside school. Of these, special mention should be made of the pioneers' councils, 'Our Children' societies and 'Children's Friends', the Red Cross, the Women's Anti-Fascist Union, etc. Their activities are co-ordinated by the recently established Confederation of Educational Associations.

The most important youth organizations are the

following: the Association of Pioneers of Yugoslavia, the most active and widely adhered to youth organization (companies of young pioneers are organized at every school); the Association of Boy Scouts of Yugoslavia, a new organization, founded in 1950, first in Croatia and then in the other republics (the Association is particularly active in towns, where its aim is to enable young town dwellers to acquire a knowledge of the country, and, continuing the traditions of the War of Liberation, to imbue them with a spirit of brotherhood, uniting them with all the other children of the peoples of Yugoslavia in a love of their socialist fatherland); the Popular Technology Organization, to which over 60,000 children belong; 'Partisan' Associations for Physical Education, of which there are as many as 462 providing training for a very large number of children of 6 to 14, who constitute 60 per cent of its total membership; the Red Cross Youth, which has done a great deal to improve children's notions of hygiene, and to which nearly all schoolchildren belong.

The 'Popular Youth' movement in secondary schools and secondary vocational schools adapts its methods to suit the conditions of work, the number of schoolchildren who belong to it, and the kind of school with which it is concerned. The political activity of young people in secondary schools consists of following political and economic events with careful attention. They are encouraged to take particular interest in the work of the United Nations.

The 'Popular Youth' movement organizes sports events and cultural activities for its members; in addition, it encourages secondary school pupils to take part in voluntary work camps, which made a valuable contribution to the education of young people between 1945 and 1952. During that period, 167,000 secondary school pupils participated in such voluntary work.

As the 'Popular Youth' organization was unable to deal with the specific problems of students, the latter decided to establish the Alliance of Yugoslav Students, which is in fact a branch of the 'Popular Youth' movement. Its purpose is to organize student activities connected with politics, ideology, professions of various kinds, culture, recreation and sport. Acting through the Alliance, students are able to influence decisions on educational questions and deal with their own economic, social and health problems.

All students under 24 years of age, whose parents are earning their living, are entitled to an allowance. Further, all students whose studies have been retarded by the war can obtain a scholarship, if their parents' situation warrants it. All the expenses of indigent orphaned students are borne by the State, which also makes generous grants to the various benevolent funds for students. During 1951/52, the State allocated a sum of 1,135,000 dinars for various forms of assistance to students.

Physical Training and Sports in Schools

Special attention has been devoted to providing physical training for the people in general and for schoolchildren in particular. In all secondary schools, two hours of physical training per week have been made compulsory.

On account of the shortage of teachers for physical

education, it has been found necessary to set aside one afternoon per week for sports, which are compulsory for all pupils. In order to raise the professional standard of teachers, a series of courses has been introduced for physical training instructors. Further, higher teacher-training schools have been provided with physical training sections.

TRENDS AND PROBLEMS

Since the Liberation, each year has brought important changes in the different branches of education, and educational issues have been in the foreground ever since in 1949 the plenary assembly of the Central Committee of

the Yugoslav Communist Party adopted the resolution described earlier. The programme outlined by this resolution has been carried out; but much still remains to be done. At present a large number of problems are being studied: the organization to adopt for the upper classes of the *osmoletka*, the upper secondary school, the teacher-training schools and colleges; the shape to give to moral and social education and the teaching of applied sciences; the provision of separate streams in upper secondary schooling; the professional training of primary and secondary school teachers, and so on. These studies have already led to various changes. Moral and social education is being introduced in all schools; and some of the republics have begun the teaching of handwork and basic economics.

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1. HIGHER EDUCATION, 1950

Faculty	Number of faculties	Students		Faculty	Number of faculties	Students	
		Total	F.			Total	F.
Total	88	60 395	20 021				
Law (including schools of diplomacy and journalism and the Higher School of the Ministry of Interior)	7	4 447	997	Theology	3	573	55
Letters (arts and science, including the teacher colleges and the State Institute of Physical Education)	21	17 989	8 972	Agriculture (including forestry)	6	4 442	1 012
Medicine (including dentistry)	14	10 395	3 902	Fine arts	11	1 144	456
				Economics (including the Naval School and the School of Foreign Commerce)	6	6 665	2 449
				Veterinary medicine	3	2 574	248
				Technology (including the School of Transport)	17	12 166	1 930

Source. Savezni Zavod za Statistiku i Evidenciju. *Bulletin statistique (instruction, science et culture)*. Année III, Juin 1952. Beograd.

2. SUMMARY OF SCHOOL STATISTICS, 1950/51

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Primary and upper primary schools	13 401	26 771	16 778	1 524 981	701 003
Secondary					
<i>General</i>					
Eight-year schools	1 952	5 484	...	193 571	84 430
Secondary schools	744	8 714	...	292 305	124 526
<i>Vocational education (lower)</i>					
Agriculture	44	231	50	2 377	543
Arts and trades	963	10 680	2 346	110 329	14 440
Economics and commerce	75	804	199	5 975	3 567
Schools of nursing and midwifery	38	473	168	1 653	1 490
Fine arts	101	868	382	13 286	7 933
<i>Vocational education (upper)</i>					
Agriculture	54	719	131	9 349	1 216
Industry	36	1 114	162	11 282	1 378
Mines	5	70	...	1 126	177
Building	23	827	...	9 917	1 811
Transport	15	341	40	3 889	446
Economics, commerce and administration	65	1 211	412	23 367	15 410
Medicine	45	1 163	402	7 010	4 738
Physical culture	5	45	9	648	212
Fine arts	42	921	340	5 220	2 637
<i>Teacher training</i>					
Teacher-training schools	63	883	344	26 088	15 311
Training schools for domestic science teachers	4	18	17	305	305
Institutes of education	8	47	34	907	892
Higher					
Universities	* 34	5 406	870	60 395	20 021
Special					
Schools for physically and mentally handicapped children	33	269	...	3 916	1 414
Other					
Schools of general education for workers	109	888	...	7 837	1 738
Home economics schools	3	10	10	108	108
Trade schools	8	45	11	434	29
Schools for vocational specialization	68	996	88	5 934	281

Source. Savezni Zavod za Statistiku i Evidenciju. *Bulletin statistique (instruction, science et culture)*. Année 111, juin 1952. Beograd.

1. Including primary classes.

2. Faculties, academies and higher schools.

ANGLO-EGYPTIAN SUDAN

Total population (1951 midyear estimate): 8,740,000.

Total area: 2,505,700 square kilometres; 970,000 square miles.

Population density: 3 per square kilometre; 9 per square mile.

Total enrolment (1951/52): 75,919 in elementary and intermediate schools.

Enrolment of girls as percentage of total: 25 per cent in elementary and intermediate schools.

Based on official sources, prepared in July 1953.

The Sudan is governed by a Governor-General, an Executive Council and a Legislative Assembly. For administrative purposes the country is divided into nine provinces, each with a Governor and a provincial council; the provinces in turn are made up of districts in which the control of local affairs is progressively being taken over by local government units. The considerable differences in culture and historical development between the six northern and three southern provinces are reflected to some extent in the educational system.

A five-year development plan (1951-56) for education has been drawn up by the government in order to allow for the balanced extension of all parts of the educational system.

ADMINISTRATION

The Ministry of Education controls and supervises education throughout the country. A certain number of institutions are maintained by other ministries, such as agriculture.

The administration of education is decentralized. The Director of Education is the chief official of the ministry. He is assisted by an inspectorate and clerical staff, and by the nine province education officers who have responsibility for primary education. Within the provinces, the management of schools at the primary level is being transferred to local authorities.

While the government maintains schools at all levels, non-government agencies are also active in the field, relations with them being regulated by a special section in the ministry. In the Northern Sudan four types of non-government school are found: the Ahlia (Sudanese national) schools, chiefly at the secondary level, and the schools managed by the Egyptian Government, by mission bodies and by communities. In the southern provinces Christian missions have been pioneers in education and continue to provide most of the schooling.

Government assistance to approved schools takes the form of a subsidy to cover deficits on recurrent expenditure and a grant for the erection of new buildings.

ORGANIZATION

Primary Education

Elementary schools, separate for boys and girls, provide the first stage of education. The course of four years is

based on official syllabuses which are differentiated for boys' and girls' schools and include a rural bias for the country schools. In certain cases boarding establishments have been set up in co-operation with parents, to enable children from a distance to attend the school.

Various forms of incomplete elementary schools exist. The subgrade schools, found principally in the north, give rudimentary instruction in the three R's. Koranic schools or Khalwas are at a similar level. The government subsidizes existing subgrade schools and provides facilities for training their teachers, with a view to converting them into full elementary schools. In the southern provinces the missions maintain village schools which follow the elementary programme but do not have the full course.

The second stage of education is given in the four-year intermediate school. These schools recruit by an entrance examination and serve a double purpose: preparatory in that they lead on to vocational education or to further general education in the secondary school, and terminal in that the majority of their graduates find ready employment on leaving school.

Secondary Education

The secondary schools provide a four-year course of an academic nature in preparation for the school certificate examination; the curriculum, largely determined by the requirements of the examination, includes Arabic, English, history, geography and science. The government secondary schools are usually equipped with boarding establishments. In the junior secondary schools a more practical type of instruction is given; the course of two years leads to employment in clerical posts, and government departments draw on the schools for junior civil servants.

Teacher Training

Teacher-training colleges prepare elementary and intermediate school teachers by means of courses of two or three years in which general education is combined with professional training. It is a feature of this work in the Sudan that the colleges remain in close touch with the schools they are expected to staff. The Institute of Education, Bakht-er-Ruda, has both elementary and intermediate teachers' courses; it is also responsible for inspecting elementary schools, and for preparing syllabuses at both elementary and intermediate levels. A similar role is played in girls' education by the Omdurman Training College.

Vocational Education

Technical intermediate schools form part of the official system of education. They provide a practical training in engineering and building trades along with general education. At the upper secondary and higher level is the Khartoum Technical Institute with four departments—building, engineering, commerce, arts and crafts. The institute offers full-time professional courses, and is extending its programme to part-time evening classes.

A considerable amount of vocational education is provided by institutions maintained by other ministries and departments, such as agriculture, railways and so on.

Higher Education

The University College of Khartoum, established in 1951, is an autonomous institution supported financially by the government. It was formed by grouping the existing

Kitchener School of Medicine and the Gordon Memorial College, which comprised separate schools of law, veterinary science, agriculture, arts, science and engineering.

ADULT AND FUNDAMENTAL EDUCATION

The ministry maintains a staff of education officers under a senior adult education officer for the purpose of encouraging and leading broad programmes of community improvement in rural areas. Apart from literacy classes, attention is paid to the formation of co-operatives, to health education, special classes for women, recreation and other aspects of village life.

Government literacy bureaux have produced a great deal of reading matter in Arabic and the vernacular languages of the south for newly literate adults. These bureaux also prepare textbooks and supplementary readers for school use.

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1. HIGHER EDUCATION, 1950

Faculty	Number of faculties	Students		Faculty	Number of faculties	Students	
		Total	F.			Total	F.
Total	3	388	8				
Arts	1	123	5	Agriculture	1	9	—
Law	1	62	—	Design	1	12	—
Medicine	1	33	2	Engineering	1	25	—
Science	1	113	1	Veterinary science	1	11	—

Source. Sudan. Government Statistician. Khartoum.

2. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Primary					
<i>Government</i>					
Sub-grade boys' schools	485	...	...	41 439	—
Sub-grade girls' schools	25	...	...	1 592	1 592
Subsidized Khalwas	229	...	...	10 707	...
Elementary boys' schools	226	...	...	37 443	—
Elementary girls' schools	121	...	...	14 183	14 183
Intermediate boys' schools	23	...	...	2 925	—
Intermediate girls' schools	5	...	...	456	456
<i>Non-Government</i>					
Sub-grade boys' schools	321	...	...	15 427	—
Sub-grade girls' schools	16	...	...	1 499	1 499
Elementary boys' schools	63	...	...	9 455	—
Elementary girls' schools	42	...	...	3 466	3 466
Intermediate boys' schools	44	...	...	6 745	—
Intermediate girls' schools	15	...	...	1 246	1 246
Secondary					
<i>General</i>					
<i>Government</i>					
Junior secondary boys' schools	2	...	...	141	—
Secondary boys' schools	4	...	...	1 438	—
Secondary girls' schools	1	...	...	92	92
<i>Non-Government</i>					
Secondary boys' schools	9	...	...	1 832	—
Secondary girls' schools	7	...	...	251	251
<i>Vocational</i>					
Government boys' technical schools	4	...	...	424	—
<i>Teacher training</i>					
Government boys' training colleges	5	...	...	522	—
Government girls' training colleges	3	...	...	182	182
Non-Government boys' training	5	...	...	60	—
Higher					
University College of Khartoum	1	79	3	388	8

Source. Sudan. Ministry of Education. Khartoum.

NEW HEBRIDES

Anglo-French Condominium

Total population (1951 midyear estimate): 49,000.
 Total area: 14,762 square kilometres; 5,700 square miles.
 Population density: 3 per square kilometre; 8 per square mile.

Based on official publications, prepared in March 1953.

The system of government of the New Hebrides is regulated by the Conventions of 1887 and 1906 and the Protocol of 6 April 1914.

The French and British Resident Commissioners, whose headquarters are at Port-Véla, are respectively responsible to the French and British High Commissioners of New Caledonia and the Fiji Islands.

ADMINISTRATION

Two educational systems are operated independently in the New Hebrides.

The financial affairs of the Condominium are regulated by three separate administrations—the French administration, which is under the immediate authority of the French

Resident Commissioner; the British administration, which is under the immediate authority of Her Britannic Majesty's Resident Commissioner; and the actual condominium administration, which is conducted by the two Resident Commissioners.

ORGANIZATION

British School System

The British Government makes grants to one primary school for British and one for native children. The British school follows the same curriculum as primary schools in Australia.

The Presbyterian Mission has opened several elementary primary schools which are entirely maintained by the native communities concerned. The Melanesian Mission, the Seventh Day Adventists and the Church of Christ Mission also operate primary schools. In outlying villages the rudiments of education, together with religious teaching are provided by native teachers.

Promising pupils are sent to the Solomon Islands for secondary education.

French School System

Elementary education is given in the French language in 3 State and 12 Catholic schools. These take children from 5 to 14 years of age. The curricula are those of the preparatory and elementary courses in France. The textbooks used are either those of State schools in Africa or those of Catholic schools in France. No fees are charged either for education or for the maintenance of boarders, and there is no racial or social discrimination affecting the admission of pupils.

Three primary schools prepare pupils for the primary school certificate and for the competitive entrance examination to the first year of secondary studies. They are the Catholic school at Port-Vila, the Catholic school at le Canal du Segond (Santo), and the State school at Port-Vila.

Children are admitted to the nursery sections of these schools at the age of 4. They leave at the age of 14, having completed the first full cycle of primary education (with

the French curricula, the teaching of science being adapted to local needs). Local history and geography are included in the curriculum of the intermediate course in these schools. The textbooks used are recent editions of French books. Introductory teaching about the United Nations is included in the final course. The State school gives free tuition. The Catholic schools appeal for funds to the public and to a few wealthy families. These schools are open to all children.

Since 1 March 1952, a complementary course has been in operation at the State school at Port-Vila. Pupils are admitted without racial or religious discrimination, at the level of the first modern secondary school year if they take the entrance examination, or the second year if they already hold the primary school certificate. Third- and fourth-year classes will be opened in 1953 and 1954 respectively.

There is no vocational training school in the archipelago, but the children in the highest primary school classes and in the complementary section do practical work (fitting and carpentry for the boys, dressmaking, sewing and child welfare for the girls).

Thirty-six native pupils have been sent to the École de moniteurs de Nouville at Noumea (New Caledonia), where tuition and maintenance are free. After a three or four years' course there, they will be fitted to work as male hospital nurses or schoolteachers (*moniteurs*).

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SUMMARY OF SCHOOL STATISTICS, 1950, 1951

Level of education and type of school	Institutions	Teachers		Students	
		Total	F.	Total	F.
Primary					
Co-operative British school (1950)	1	1	...	24	...
Mission schools (British) (1950)	22	47	...	797	...
Elementary schools, public (French) (1951)	¹ 5	11	7	272	96
Mission schools (French) (1951)	14	² 12	² 12	1 321	646
Elementary school (Viet-Nameese) (1950)	1	...	...	77	...
Teacher training					
School of the Presbyterian mission (1949)	1	4	...	45	...

Source. United Nations. *Information on Non-Self-Governing Territories: summary and analysis of information transmitted under Article 73 (c) of the Charter. Report of the Secretary-General.* (Document A/1824/Add.1, p. 38-40.) 1951.

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Note. In 1949 the French Government granted 4 secondary school scholarships tenable in New Caledonia and 2 tenable in France.

1. Including lower secondary course with one teacher.

2. Excluding a number of missionaries and assistants.

TANGIER

Total population (1951 midyear estimate): 172,000.
Total area: 349 square kilometres; 135 square miles.

Prepared by the respective Educational Authorities and transmitted by the Administrator of the Zone in March 1953.

A convention between France, Great Britain and Spain in 1923 led to the establishment of a special Statute for the Tangier Zone. The Zone is permanently neutralized and demilitarized; the regime is autonomous, with legislative power vested in an international Assembly. Administration is entrusted to the Administrator of the Zone, and his assistants take charge of the various departments of government. A representative of the Sultan of Morocco is responsible for administering native affairs. Although the 1923 convention foresaw the possibility of a regulation on education, no authority has yet been set up. The international administration therefore takes no action in this field, each of the powers concerned remaining responsible for the schools it maintains.

The governments of France and the French Protectorate of Morocco, of Spain and the Spanish Protectorate make the principal provision for education. In addition, the Italian Government maintains a school system and the Jewish and American communities have schools of their own.

The information that follows does not cover every one of these units, and a composite text is therefore not presented. Sections for Spain, Italy, the Alliance Israélite and the

American School were prepared in March 1953 by the respective educational authorities; these are given in turn with a grouping of statistics at the end of the chapter.

SPANISH SCHOOL SYSTEM

Legal Basis

Spain undertakes in Tangier the educational responsibility for her colony of 35,000 Spaniards and the commitments derived from her action in Morocco. The Spanish educational organization applies two different types of approach: Spanish and indigenous. The former is ruled in accordance with the regulations, systems and methods prevailing in the Peninsula. The Ministry of National Education establishes the appropriate rules and it rests with the Dirección General de Relaciones Culturales en el Extranjero, depending on the Ministry of Foreign Affairs, to see that they are complied with and adapted to the local conditions. The national character of these institutions does not prevent Spaniards and native Moroccans from living together. Special laws exempt the Moroccans from the study and

practices of the Catholic religion, the subjects being replaced in their programmes by the study of Arabic and the Koran. Bilingualism is used in all centres and schools, as an efficient means of assuring mutual understanding. In the Spanish type of school French is used as second language. In the Spanish-Moroccan type, where Arabic is the working language, Spanish is taught as an auxiliary language.

The Spanish-Moroccan schools are based on the special regulations set up by the Ministry of Public Instruction of the Makhzen Government (i.e. the Spanish Zone of the Protectorate). This ministry is assisted in an advisory capacity by the Delegacy for Education and Culture (Spanish High Commissioner in Morocco) and the High Council for Moroccan Education with Moslem members.

Administration

The Spanish State provides the funds for educational expenditure. Schooling is free at all the levels and grades; this benefit also applies to books, educational materials, feeding and clothing, sports, etc. More than 9 million pesetas are devoted annually to these activities, in addition to the expenditure incurred in the purchase, maintenance and improvement of buildings and installations, all of which are government-owned. A board of education, composed of members of the local administration and diverse technicians, headed by the representative of the ministry in Spain, administers the regulations and funds and suggests necessary improvements.

Organization

In the Spanish primary school system regulations, plans and curricula are similar to those ruling in Spain, except for modifications required by the established bilingual system. Nursery schools take children from 2½ to 4 years of age. The primary school covers six classes (from 7 to 14) with two infant classes added for children between 4 and 6; this is termed the first cycle. The second cycle covers three years and the curriculum includes language, arithmetic and geometry, religious education, history and geography, civics, natural sciences and handwork; French is introduced in the third class. The third cycle covers the last three years of primary education; in addition to the subjects listed above, the course includes typewriting and shorthand, and practical work for boys and girls.

The Spanish-Moroccan public schools comprise both primary and religious establishments. The curriculum for primary schooling includes the study of the Koran, religion and civics, Arabic and Spanish, as well as subjects included in the curriculum of the Spanish primary schools. All courses are given in Arabic.

For secondary education, the pattern of the Spanish system, leading to the *bachillerato*, is followed, with the above-mentioned exception of religious education. Vocational courses are similarly organized on the Spanish model for those wishing to acquire Spanish certificates. However, students are allowed also to take part of the course and to receive certificates in the subjects they have studied.

✱ School welfare services include refectories, distribution of clothing, medical service, sports and artistic centres.

ITALIAN SCHOOL SYSTEM

The signatory powers to the Treaty of Algeciras have the right to establish schools of their own in the International Zone on the basis of their national legislation. Italy possesses an educational unit in Tangier which is governed by Italian law and depends on the Ministry of Foreign Affairs (Directorate-General for Cultural Relations). The cost of teachers' salaries, buildings and school supplies is entirely covered by the Italian State.

Curricula, syllabuses and timetables are virtually the same as those followed by corresponding schools in Italy, for all subjects except foreign languages; these are introduced at the primary school level, two being taught compulsorily in each class.

Pre-school education is provided by a nursery school (*scuola materna*) for children between 4 and 6 years of age; the three sections follow, respectively the methods of Agazzi, Froebel and Montessori. Primary education at the *scuola elementare* lasts five years in two stages, 3 + 2. Children enrol at the age of 6, and on completing each stage take an examination for a certificate.

Secondary education falls into two cycles, 3 + 4. The lower course is given at the *scuola media*, open to pupils of 10 years or older who pass an entrance examination. The curriculum has a classical bias, and includes Italian, Latin, mathematics, French, Spanish, history, geography, drawing and religion. At the end of the third year pupils take a final examination for a diploma which gives them access to the upper secondary school, the *liceo scientifico*. Here natural science, chemistry and philosophy are added to the curriculum. The course leads to the *maturità scientifica* examination.

Vocational education is similarly organized at the secondary level. A commercial course is provided by the vocational training school (*scuola di avviamento commerciale*), with a three-year curriculum combining general and practical subjects. From here students may continue to the upper cycle, the *istituto tecnico commerciale*, which also recruits from the *scuola media*. The course of four years leads to an official examination; successful students may then take up the career of chartered accountancy or go to the faculty of economic and commercial sciences in an Italian university.

The status of teachers (including salaries and conditions of retirement), is regulated by Italian law. Most teachers of the standard subjects are selected competitively in Italy from qualified primary and secondary school teachers.

The Italian schools have their own school doctor who regularly examines the pupils and inspects the premises. A hot meal is provided for all children wishing to take it. The Primary School Association of Patrons and the Secondary School Chest award prizes and scholarships, distribute school supplies and clothing, etc., and also arrange evening classes for the study of languages and home economics. Physical education and games form a normal part of all school programmes.

ALLIANCE ISRAËLITE UNIVERSELLE

The two schools of the Alliance Israélite were set up in

Tangier in 1862 following an agreement between the Alliance Israélite Universelle (with headquarters in Paris) and the Committee of the Jewish Community in Tangier. The schools depend administratively on the Commission of the Alliance Israélite in Casablanca and are supervised, like all the schools of the Alliance in Morocco, by the Directorate of Public Instruction in Rabat. The directorate appoints a primary school inspector to control the Moroccan schools (*l'Enseignement Chérifien*) in Tangier, and he also inspects the two schools of the Alliance Israélite.

The budget of the schools, amounting to 30 million francs a year, is derived in part from the Alliance Israélite (20 millions) aided by the Directorate of Public Instruction, Rabat, and in part (10 millions) from the Committee of the Jewish Community, which also owns the buildings. Schooling is free and scholarships are awarded to pupils wishing to continue their secondary education in French *lycées*.

The two schools—one for boys, the other for girls—provide a primary course in the French medium, the curriculum following that established for public schools in the French Protectorate of Morocco. Children enter at the age of 6; the course of six years leads to the *certificat d'études primaires*, and thereafter pupils may continue their studies in the commercial classes attached to the boys' school, or follow general secondary or vocational courses in French and Moroccan schools in the city. The commercial course lasts three years; in addition to professional subjects, English and Spanish are taught, and on completing the third class pupils take a certificate of vocational aptitude. Throughout the primary and commercial classes Hebrew is taught, under the supervision of the Committee of the Jewish Community, but non-Jewish pupils (who are enrolled freely, without discrimination) do not have to follow the course. It may be added that all children of school age in the Jewish community have the opportunity of at least a primary education, free of charge, and in a total population of 12,000 illiterates are rare.

The teachers in the Alliance Israélite schools are for the most part graduates of the *École Normale Israélite Orientale* in Paris, which recruits students from all countries where the Alliance Israélite maintains schools. The courses and examinations at the training school are identical with those obtaining in French public schools.

School welfare services are highly developed. A local Jewish association, *L'Œuvre de Nourriture et d'Habillement des Élèves des Écoles de l'Alliance Israélite de Tanger* provides morning and afternoon meals for 1,200 children. Another body, *L'Œuvre de Secours aux Enfants*, maintains a dispensary in each school and ensures a complete medical service free of charge.

THE AMERICAN SCHOOL OF TANGIER

The Government of the United States of America does not operate any educational institutions within the International Zone of Tangier.

There is present in Tangier, however, an institution bearing the name, 'The American School of Tangier'. This institution is a private school, organized as a non-profit corporation, according to the laws of the State of Delaware, United States of America. All property of the school is located in Tangier.

The school is administered by a board of directors consisting of eight members, at least one half of whom, at all times, must be citizens of the United States. Authority for handling the purely academic details of the school, the establishment and maintenance of a suitable curriculum, and the general supervision of the everyday activities of the school are delegated, by the board, to a principal chosen by it.

The school is financed chiefly by the fees it collects through tuition and through the donations received by it from persons in Morocco and America. The Government of the United States contributes certain school supplies and provides for the salary and maintenance of two American teachers through the facilities of the U.S. Exchange of Persons programme.

Details of organization are as follows. At the kindergarten level, a pre-school class is maintained for children who have reached 5 years of age. The class, which meets for only half a day, introduces the children to the English language and teaches them simple group games and activities and basic skills. At the primary level the school is divided into eight forms, or grades, according to the pattern of primary school organization followed in the United States. Completion of this course of studies equips the student to enter an American high school or other institution of corresponding rank.

In addition to such regular primary school classes as might be found in any school in the United States, the American School of Tangier provides language instruction in English, French, Spanish, and Arabic to all pupils desiring it. The study of English is mandatory; the other languages voluntary.

In the evening hours, classes are held at the American school for adults who are desirous of learning English. The activity is entirely separate from the regular organization of the school and is handled by a largely separate faculty composed exclusively of Americans.

Because of its short history, not yet three years, the traditions of the school are not firmly enough established to permit the study of special trends or problems.

SUMMARY OF SCHOOL STATISTICS, 1952

Level of education and type of school	Insti- tutions	Teachers	Pupils		Level of education and type of school	Insti- tutions	Teachers	Pupils	
			Total	F.				Total	F.
Spanish school system					Italian school system				
Primary, including pre-school	...	67	2 950	...	Kindergarten	1	3	132	55
Secondary schools	3	41	327	...	Primary school	1	16	429	193
Professional schools	3	26	232	...	Secondary school	1	20	242	109
Alliance Israélite Universelle					American school				
Primary schools	2	...	1 152	583	Primary, including pre-school	1	9	130	...
Commercial training	.	...	49	21					

Source. Communications transmitted by the Administrator of the International Zone.
Note. Table does not include the French school system.

TRIESTE

Total population: 296,000.
Total area: 223 square kilometres; 86 square miles.
Population density: 1,330 per square kilometre; 3,442 per square mile.
Population within compulsory school age limits: 25,742.
Total enrolment within compulsory school age limits: 24,916.
Enrolment of girls as percentage of total: 48 per cent in elementary schools.
Pupil-teacher ratio: 16 in elementary schools.
Illiteracy rate: (1951 census, 14 years and over): 2.6 per cent.

School arrangements in the Zone are closely similar to those in the Italian Republic. In fact, while Italian legislation published before 8 September 1943 is fully effective, legislation enacted by the Italian Government since 1945 has been implemented in the Zone, save for a few exceptions, without or with only a few amendments.

LEGAL BASIS

So far as education in general is concerned, the fundamental and original provisions in force are still those of RD 13 November 1859, No. 3725, also named the Casati Law, from the Minister Gabrio Casati.

Preparatory or pre-school education. The fundamental law in this field is the consolidated text of laws 5 February 1928, No. 587, with the relative implementation regulations. According to this text, preparatory or infant schools belong to the first degree of primary education.

Public expenditure on education (ascertainments of the financial period 1 January to 30 June 1951): lire 1,253,831,665.

Official exchange rate (free rate): 1 lira = 0.0016 U.S. dollar.

Prepared by the Education Office of the Directorate of the Interior of the British-United States Zone of the Free Territory of Trieste in April 1953.

Primary education. The principal legislative source for the organization, operation and discipline of primary schools is the above-mentioned consolidated text of laws 5 February 1928, No. 587. The basic law, however, has been largely modified and amended by many subsequent laws; among these, RD 1 July 1933, No. 786, which provided for the transfer to the State of primary communal schools, and laws 1 June 1942, No. 675 and 31 May 1943, No. 570, which established a new juridical and economic status for primary teachers (who became State employees), are of particular importance.

Secondary education. Lower secondary (*media*), classical, scientific and training schools for teachers are still governed by the provisions of RD 6 May 1923, No. 1054, with the relative implementation regulations. So far as technical and professional schools are concerned, the fundamental laws are law 15 June 1931, No. 489 and law 22 April 1932, No. 490.

Higher education. Superior education is governed by the consolidated text of laws approved by RD 31 August 1933, No. 1592.

Education in the minority's language. After 1945 AMG set up many primary and secondary Slovene schools, which are governed by the provisions of AMG Order No. 18 dated 8 November 1947.

ADMINISTRATION

The highest school administration body in the Zone is the AMG Education Office, which controls Sovraintendenza Scolastica, the university, Sopraintendenza ai Monumenti, Gallerie e Antichità, the Astronomic and Geophysic Observatory, the Trieste Musical School, and ENAL (workers' welfare organization) as a recreation body. The Education Office further controls and superintends academies, libraries, museums and galleries. Under the supervision of the Education Office, Sovraintendenza Scolastica, as a school administrative body, exercises controlling and promotional functions over all primary and secondary educational schools and institutions in the Zone.

Operating costs of government schools and institutions, which constitute the absolute majority, are borne by the State; the Education Office arranges for the budget appropriations necessary for the operation of all the bodies under its control.

School premises are supplied by the provincial administration or by the communes concerned. The provincial administration provides for technical and scientific schools, while communes provide for the primary schools and for any other type of secondary school. Both are obliged to secure the maintenance of premises and see to the necessary equipment, lighting, heating, and the supply of teaching and scientific material. In certain cases, however, the State intervenes with loans or subsidies in order to alleviate the burdens upon the bodies concerned.

The staff of teachers and non-teaching personnel are all paid by the State, except the secretariat and subordinate personnel of technical institutes, scientific and professional training schools, who are paid by the province or communes.

FINANCE

Primary and vocational education is free and compulsory up to 14 years of age. Students of secondary schools and superior institutes have to pay school taxes, which at present are very moderate, in relation to the currency value, for secondary schools and rather high for the university. In any case, the revenue derived from school taxes covers only a very small part of the heavy expense which the State has to bear for the operation of schools.

Through appropriate bodies, the State also controls private teaching. Well-operated non-government schools may obtain legal recognition or *pareggiamento* (equalization), by virtue of which the school certificates delivered by them have full legal validity. In certain cases, particularly for primary schools (infant schools, schools for the deaf-and-dumb, the blind, and the feeble-minded or for ordinary

primary schools), the State contributes towards operating expenses by subsidies or special agreements entered into with the operating bodies.

ORGANIZATION

Infant or preparatory education. These schools are attended by children from 3 up to 6 years of age. Attendance is optional. They are operated by civil or religious bodies (province, communes, welfare and charitable bodies, religious associations, private individuals, etc.) for teaching and also for welfare purposes.

Primary education. This is compulsory for children between 6 and 11 years of age and consists of two stages: lower (three years) and superior (two years). In certain communes the superior stage may also last three years. At the end of the first or second stage, the pupil receives the school certificate.

Secondary education. Secondary teaching consists of a lower and a higher cycle. The following belong to the former: the lower secondary vocational school (three years), technical school (two years) and the *scuola media* (lower secondary school of three years). The first two complement each other and train students for industrial and certain other employments; the *scuola media*, on the contrary, is preparatory to the high school. The following belong to the higher (or second) cycle: the classical lyceum or secondary school (five years), the scientific lyceum (five years), the training school for teachers (four years) and the technical, commercial, industrial, nautical and surveyors' institutes (five years). Normally, students enter these schools after the three years of *scuola media*; however, subject to an additional examination, they may enter the commercial and industrial institutes also with the diploma of the relative lower secondary vocational schools.

Vocational education. Professional teaching is given in training schools and courses and, in addition, in specialized technical high schools or institutes.

Training schools are of three types: commercial, industrial and agrarian; in the Zone there is also a training school for seamen and one for stewards. Technical schools are of two types, commercial and industrial, whereas the technical institutes are of several types: technical industrial institute, with four specializations (housebuilders, engineers, electricians and radio-technicians); technical commercial institute for accountants and surveyors; technical commercial institute for students of commerce; nautical institute with three specializations (captains, engineers and shipbuilders).

Professional teaching is assisted by the provincial syndicate for technical education, which supervises the training of the labour and technicians required by industry. For this purpose the syndicate arranges professional courses, also open to adults, for the improvement of the technical qualifications of manual workers and artisans.

Higher education. In the university superior teaching is given for the purpose of forming the managing class of the country. The local university has the following faculties:

law (four-year course for obtaining the degree in law and political science); letters and philosophy (four years, degree in letters and philosophy); economics and commerce (four years, degree in economics and commerce); science (four years, degree in mathematics, physics and natural science); engineering (five years, degree in civil, naval and mechanical engineering).

Teacher education. The teacher-training schools at upper secondary level produce primary school teachers. In the Zone there are three government training schools, one for girls and the other two for boys and girls.

Special education. is given by some institutes in the Zone, i.e. the Rittmeyer Institute for the Blind, with attached primary school and a vocational training school; the school for the deaf-and-dumb and a school for the feeble-minded. The two last are run at the expense of the provincial administration; the State contributes by supplying specialized teachers. Attached to some primary schools are classes for pupils who, although with no particular physical or psychical defects, are backward.

STATUS OF TEACHERS

Primary school teachers must have a teacher's diploma. They are engaged by public competition (on the basis of qualifications and examination) arranged by the Sovraintendente Scolastico for a certain number of posts. Successful competitors are appointed as 'extraordinary teachers', i.e. on probation; after three years they become ordinary teachers and are engaged on permanent service by the State, which pays their salary. The teacher so engaged, after 40 years of service and on reaching 65 years of age, is pensioned off, and the relative pension is likewise paid by the State. There is a category of teachers who are not engaged on a permanent basis; these must file with the Sovraintendenza Scolastica every year an application, duly documented, for the purpose of obtaining a temporary post. At the beginning of the school year they fill vacancies in the various schools according to a list compiled in advance.

Secondary school teachers must hold a university degree and/or a diploma qualifying them for teaching a certain subject or group of subjects. They are engaged in the same way as elementary school teachers, i.e. according to qualifications and examination, but on a national instead of a local basis. Secondary teachers on permanent service are pensioned off at the age of 70.

University teachers are appointed by national competition, but on the basis of qualifications only. Teaching at the various university faculties may also be entrusted to other persons qualified for university teaching and to secondary school teachers of particularly good reputation.

The university professor is pensioned off on reaching 70 years of age; however, if he has special merits, he may remain in service until the age of 75. The pension is in any case paid by the State.

SCHOOL WELFARE SERVICES

Needy pupils of primary schools and of vocational training courses receive school books and a light meal free of charge. Primary schools also benefit by a medical service; they are periodically visited and when they need medical treatment are duly assisted. In summer, arrangements are made by the province, communes, welfare organizations, etc., for sending pupils to mountain or seaside resorts.

Among educational-recreative activities the following deserve mention: showing of educational films, educational excursions and travel; among sporting activities (secondary school), athletic and skiing contests, football, basketball, etc.

For further data—(diagram, glossary, bibliography)—the reader should consult the chapter on Italy.

REFERENCE

TRIESTE (Free Territory. British/U.S. Zone). DIRECTORATE OF FINANCE AND ECONOMICS. *Statistical Bulletin*. Trieste.

1. PUBLIC EXPENDITURE ON EDUCATION 1 JANUARY-30 JUNE 1951 (in lire)

Item	Amount	Item	Amount
Total¹	1 253 831 665		
Expenses for personnel	1 018 228 330	Extraordinary expenses for fitting up the new university building	4 380 000
Administrative expenses	16 565 000	Miscellaneous expenditure	6 540 000
Subsidies, contributions and supply of funds	203 116 335		
Assistance to pupils	5 002 000		

Source. Trieste. (Free Territory. British-United States Zone.) Allied Military Government. Directorate of Interior, Education Office.

Note. Official exchange rate: (free rate) 1 lira = 0.0016 U.S. dollar.

1. Total includes school superintendency, elementary schools, secondary schools, University of Trieste, monuments and galleries superintendency, astronomic observatory, geophysical observatory.

2. SUMMARY OF SCHOOL STATISTICS, 1951/52

Level of education and type of school	Institutions	Teachers		Pupils	
		Total	F.	Total	F.
Pre-school					
Italian kindergartens	36	146	146	3 593	1 683
Slovene kindergartens	19	19	19	758	380
Primary					
Public Italian schools	41	1 012	608	14 938	7 341
Private Italian schools	4	26	23	407	344
Public Slovene schools	40	227	129	2 320	1 195
Secondary					
<i>General</i>					
Italian, public					
Lower secondary schools	8	435	172	3 178	1 271
Classical lyceums	2	68	29	1 214	585
Scientific lyceums	1	63	17	663	139
Italian, private					
Lower secondary schools	2	18	18	139	139
Classical lyceum	1	12	12	51	51
Slovene, public					
Lower secondary schools	1	37	13	586	301
Scientific lyceum	1	19	7	202	69
<i>Teacher training</i>					
Italian					
Training schools, public	2	64	31	471	442
Training school, private	1	10	9	49	49
Slovene					
Training school, public	1	17	6	127	90
<i>Vocational</i>					
Italian, public					
Lower secondary vocational courses	5	65	28	299	135
Lower secondary vocational schools	9	367	196	4 962	2 587
Technical school of commerce	1	39	18	341	256
Technical school of industry	1	9	—	35	—
Vocational school for girls	1	10	8	59	59
Institutes of commerce	2	59	37	563	311
Institute of surveying	1	22	7	200	1
Institute of navigation	1	42	8	465	—
Industrial institute	1	63	9	480	—
Slovene, public					
Lower secondary vocational courses	4	27	8	205	108
Lower secondary vocational schools	2	36	15	660	345
Institute of commerce	1	15	4	109	65
Higher					
University of Trieste	1	1 167	—	2 625	558

Source. Trieste. (Free Territory. British-United States Zone.) Allied Military Government. Directorate of Interior, Education Office.

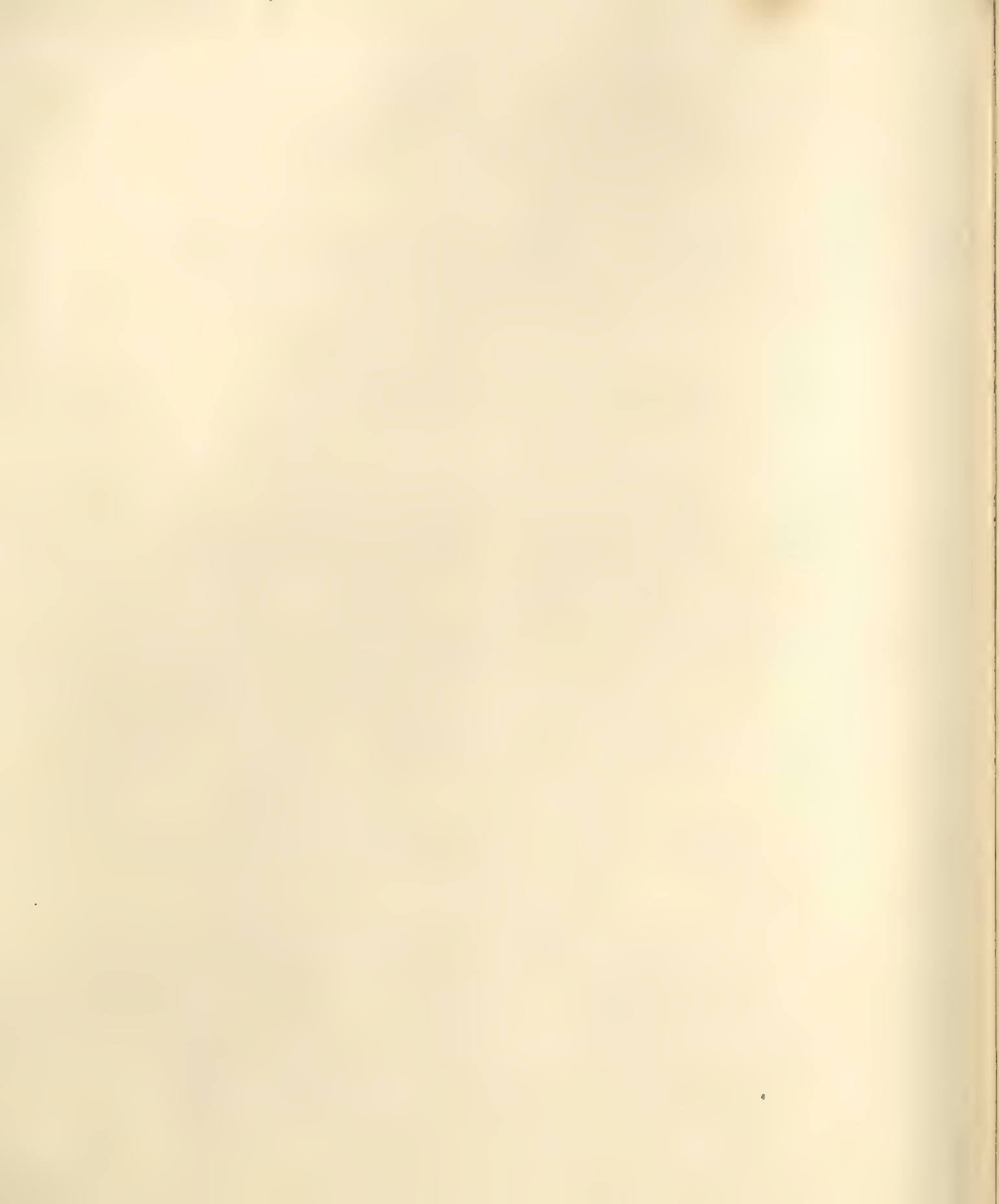
Note. Figures refer to the British-United States Zone.

1. 107 professors and 60 deputy professors.

3. HIGHER EDUCATION, 1951/52

Faculty	Professors		Enrolment		Graduates		Faculty	Professors		Enrolment		Graduates	
	Professors	Deputy professors	Total	F.	Total	F.		Professors	Deputy professors	Total	F.	Total	F.
All faculties	107	60	2 625	558	103	24							
Letters and philosophy	19	12	391	281	15	11	Economics and commerce	20	9	687	50	21	—
Law	17	6	551	82	46	7	Engineering	22	16	287	2	10	—
Science	29	17	709	143	11	6							

Source. Trieste. (Free Territory. British-United States Zone.) Allied Military Government. Directorate of Interior, Education Office.



About half the national chapters in this volume contain a diagram of school organization together with a short glossary. Since one of the main purposes of the *World Survey of Education* is to present data in a comparable form, these national glossaries are here drawn together in a single unit.

In preparing this section, the editors have listed only such terms as are already shown in national glossaries (one exception may be noted: after the earlier part of the volume had been completed, a full glossary of Thai terms was provided by the Ministry of Education, Bangkok, and has been incorporated in this final section); the resulting text therefore serves as part of the index apparatus of the book, and enables the general index to be kept clear of terms describing types of school. However, the process of grouping and equating terms has also an interest of its own. Provided the operation is carried out carefully, the comparative educationist should find in the glossary a tool for the further study and understanding of educational systems. To meet this need, two principles have been adopted for setting out the glossary: terms are not shown in a single list, but are placed in the accepted (if somewhat confused) categories of pre-primary, primary, secondary, vocational, teacher training. Lack of data explains the omission of the categories higher and special education. And secondly, the definitions given here are fuller than those found in national entries, where the accompanying diagram made supplementary explanation unnecessary. A standard pattern is used for each definition: the generic description, sometimes supplemented by one or two variable attributes, is followed by the specific elements: (a) duration of course, (b) average entrance age, (c) previous education required for entry and (d) possibility of further education.

In conclusion, the fact is worth repeating that the glossary covers only the terms used in various countries for naming types of school. A very large part of the educational system is left untouched—terms used for administration, for classroom procedures and the like. This is a limited glossary; but if it succeeds in making systematic even one part of educational terminology, it should contribute, both in substance and in methodology, to a wider aim.

Section I

PRE-PRIMARY TERMS

anuban (Thailand): pre-primary school; (a) 2, (b) from 4, (c) family, (d) primary education.
casa cuna (Ecuador): day nursery for children up to 3 years of age.
casa dei bambini (Switzerland—Ticino): pre-primary school; (a) 3, (b) 4, (c) family, (d) primary education.
chan anuban (Thailand): pre-primary classes; (a) 2, (b) 5, (c) family, (d) primary education.
colmeia (Portugal): see *ensino infantil*.
daghem (Sweden): pre-primary school; (a) up to 4, (b) 3, (c) family, (d) primary education.
dečji vrtić (Yugoslavia): pre-primary school; (a) 4, (b) 3, (c) family, (d) primary education.
detska gradina (Bulgaria): pre-primary school; (a) 4, (b) 3, (c) family, (d) primary education.
detski sad (U.S.S.R.): pre-primary school; (a) 4, (b) 3, (c) family, (d) primary education.

école gardienne (Belgium): pre-primary school; (a) 3, (b) 3, (c) family, (d) primary education.
école maternelle: pre-primary school. ◇ Canada, (a) 3, (b) 3, (c) family, (d) primary education at *école primaire élémentaire*.
 ◇ France, (a) 4, (b) 2, (c) family, (d) primary education.
educación parvularia (Chile): pre-primary education, (a) 4, (b) 3, (c) family, (d) primary school.
ensino infantil (Portugal): pre-primary education provided in institutions such as *colmeia* (day nursery) or *jardim escola* (kindergarten); (a) 2, (b) 5, (c) family, (d) primary school.
escola materna (Brazil): pre-primary school; (a) 4, (b) 3, (c) family, (d) primary education.
escuela de párvulos (Guatemala and Nicaragua): pre-primary school; (a) 3, (b) 4, (c) family, (d) primary education.
escuela maternal: pre-primary school. ◇ Dominican Rep.: (a) 2, (b) 4, (c) family, (d) primary education. ◇ Spain: (a) 4, (b) 3, (c) family, (d) primary education.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

infant department (Rep. of Ireland): pre-primary classes attached to national school; (a) 2, (b) 5, (c) family, (d) primary education.

infant school: used in two distinct senses (i) part of the primary school course, examples to be found in the Primary Education section. (ii) pre-primary school. ◇ India and Pakistan: (a) 3, (b) 3, (c) family, (d) primary education.

jardim escola (Portugal): see *ensino infantil*.

jardín de infancia (Venezuela): pre-primary school; (a) 3, (b) 4, (c) family, (d) primary education.

jardín de infantes: pre-primary school. ◇ Argentina, Ecuador, Uruguay: (a) 3, (b) 3, (c) family, (d) primary education.

jardín de la infancia: pre-primary school. ◇ Cuba and Peru: (a) 2, (b) 4, (c) family, (d) primary education. ◇ Spain: equivalent of *escuela maternal*.

jardin d'enfants (Luxembourg): pre-primary school; (a) 2, (b) 4, (c) family, (d) primary education. See also *école gardienne* and *école maternelle*.

jardín de niños (Mexico): pre-primary school; (a) 3, (b) 3, (c) family, (d) primary education.

kindergarten (English): a pre-primary school or section of a school system, employing methods and materials carefully selected to give the children opportunities for self-expression and for playing and working together. Variations of age-group occur between countries, but usually the kindergarten takes children who are just short of school age, whereas the nursery school is concerned with younger children. The tendency to lower the age for enrolment in primary schools has led to some overlap between the kindergarten and the lowest classes of the primary school, and the latter are sometimes termed kindergarten sections or infant classes. ◇ Alaska: the beginners' class in the nine-year elementary school (minimum starting age 4 years 10 months). ◇ Australia: private pre-primary school; (a) 2, (b) 4, (c) family, (d) infant school. ◇ Canada and U.S.A.: pre-primary school; (a) 2, (b) 4, (c) family or nursery school, (d) elementary school. ◇ India and Pakistan: equivalent of *infant school*. ◇ Liberia: (a) 3, (b) 4, (c) family, (d) primary education. ◇ New Zealand: (a) 2, (b) 3, (c) family, (d) primary education. ◇ Southern Rhodesia: first two classes of European primary school; (a) 2, (b) 5-6, (c) family or pre-primary school, (d) 5-year primary course.

Kindergarten (German): pre-primary school. ◇ Austria, German Fed. Rep. and German Democ. Rep.: (a) 3, (b) 3, (c) family, (d) primary school.

kindergarten (Spanish): term adopted by certain Spanish-American countries for pre-primary school. ◇ Colombia and El Salvador: (a) 3, (b) 4, (c) family, (d) primary school.

kindergarten: term used in this work to describe the pre-primary school in Afghanistan: (a) 3; (b) 4, (c) family, (d) primary school; and in Israel, a public institution: (a) 3, (b) 3, (c) family, (d) primary school.

Kinderschule (Liechtenstein): pre-primary school; (a) 2, (b) 4, (c) family, (d) primary education.

kleuterschool (Netherlands and Surinam): pre-primary school; (a) 3, (b) 3-4, (c) family, (d) primary education.

Koran class (Zanzibar): a class providing religious instruction only, preceding the six years of a government primary school.

Krabbel Stube (Austria): day nursery for children under 3 years of age.

kūdakestān (Iran): private pre-primary school; (a) variable, (b) up to 6, (c) family, (d) primary education.

lekskola (Sweden): equivalent of *daghem*.

madrasat al-ahadath (Iraq): pre-primary school; (a) 2, (b) 5, (c) family, (d) primary education.

madrasat al-hadānah (Syria): pre-primary school; (a) 2, (b) 4, (c) family, (d) primary education.

nepiagogeion (Greece): pre-primary school; (a) 2, (b) 4, (c) family, (d) primary education.

nursery classes (England and Wales): pre-primary classes attached to a primary school; (a) 2, (b) 3-4, (c) family, (d) infant school.

nursery school: pre-primary school for children somewhat younger than those attending a kindergarten and concerned mainly with problems of habit training and socialization. ◇ Australia: public institution (cf. kindergarten). ◇ England and Wales: pre-primary school organized as a separate institution; (a) 3, (b) 2-3, (c) family, (d) infant school. ◇ Scotland: (a) 3, (b) 3, (c) family, (d) primary education. ◇ U.S.A. and Canada: pre-primary school for very young children; (a) 2, (b) 2-3, (c) family, (d) kindergarten or elementary school. ◇ Union of S. Africa: private (sometimes subsidized) pre-primary school; (a) 3, (b) 3, (c) family, (d) primary education.

óvoda (Hungary): pre-primary school; (a) 3, (b) 4, (c) family, (d) primary education.

özel ana okulu (Turkey): pre-primary school; (a) 3, (b) 4, (c) family, (d) primary education.

pre-primary school: an educational institution, or section of a school system, devoted to the education of children below formal school age. Adopted in this work as the generic term for defining both non-English and current English terms. The principal English terms in use are *kindergarten*, *nursery school*, and *infant school*, but differences in connotation between countries make it impossible to treat these terms as standardized for defining purposes.

pre-school-age school (N. Rhodesia): private pre-primary school; (a) 2, (b) 5, (c) family, (d) primary education.

przedszkole (Poland): pre-primary school; (a) 4 in two-year groups, (b) 3, (c) family, (d) primary education.

rawdāt aṣfāl (Lebanon): pre-primary school; (a) 2, (b) 4, (c) family, (d) primary education.

scuola materna (del grado preparatorio): pre-primary school.

◇ Italy, Italian Somaliland and San Marino: (a) 3, (b) 3, (c) family, (d) primary education.

yōchi-en (Japan): pre-primary school; (a) 3, (b) 3, (c) family, (d) primary school.

Section II

PRIMARY SCHOOL TERMS

általános iskola (Hungary): primary school; (a) 8 in two cycles (4-4), (b) 7, (c) family or pre-primary school, (d) through examination to general or vocational secondary education.

area school (Papua-New Guinea): equivalent of *village higher school*.

awwaliyah: incomplete primary school. ◇ Jordan: (a) 5, (b) 7, (c) family, (d) general or vocational education at upper primary level. ◇ Syria: (a) 4, (b) 6, (c) family or pre-primary school, (d) terminal.

barnaskóli (Iceland): primary school; (a) 6, (b) 7, (c) family,

- (d) through examination (*barnpróf*) to lower secondary school.
- beschavingsschool* (Netherlands New Guinea): lower primary school with course emphasising fundamental education and using Malay or vernacular as medium; (a) 2, (b) variable, (c) family, (d) upper primary education.
- børneskole* (Greenland): primary school, at times having separate streams for Danish and Greenlandic media; (a) 7, (b) 7, (c) family, (d) through preparatory class or *efterskole* to general secondary education or direct to vocational schools.
- central primary school* (S. Rhodesia): rural primary school, with boarding section serving a group of villages; (a) 8, including 2 preparatory classes, (b) 5, (c) family, or pupils may enter 4th standard from village primary school, (d) through departmental examination to secondary education or vocational training.
- civic school* (Korea): part-time school providing education equivalent to primary school course for youth and adults; (a) 3, (b) —, (c) —, (d) higher civic school.
- clase de transición* (Peru): a class forming the transition between pre-school and primary education, and attached either to a kindergarten or to a primary school; (a) 1, (b) 6, (c) pre-primary school, (d) primary education.
- classe de liaison* (Belgian Congo): transitional primary class allowing boys to transfer from pre-vocational upper primary course to general upper primary course.
- classe préparatoire*: see *école primaire du 2^e degré*.
- classes primaires* (France): primary classes in a *lycée* or *collège*; (a) 5, (b) 6, (c) family or pre-primary school, (d) secondary education.
- corsi speciali elementari* (Italian Somaliland): literacy courses for adults.
- dabestān* (Iran): primary school; (a) complete course 6 years, incomplete rural primary school 4 years, (b) 7, (c) family, (d) through provincial examination to general or vocational secondary education.
- 4^e degré de l'école primaire* (Belgium): two top classes (7th and 8th years) of the primary school providing a suitable terminal course generally with vocational bias for pupils who have not transferred to general or vocational secondary education at end of 6th year.
- demotikon scholeion* (Greece): primary school; (a) 6, (b) 6, (c) family or pre-primary school, (d) through examination to all types of secondary education.
- district primary school* (Tanganyika): old type of primary school now being replaced in favour of the 4-4-4 plan of primary, middle and secondary schooling; (a) 6, (b) 7, (c) family, (d) secondary education.
- dorpschool* (Netherlands New Guinea): lower primary school in village, classified either as *beschavingsschool* or as *lagere school*.
- école élémentaire de village* or *école élémentaire communale* (Viet-Nam): incomplete primary school in country districts; (a) 3, (b) 6, (c) family, (d) possibility of completing primary schooling.
- école primaire*: primary school. ◇ Belgium: (a) 8 including a special stage (7th and 8th years) for pupils who have not transferred to secondary education at end of 6th year, (b) 6, (c) family or pre-primary school, (d) entry to general and vocational secondary schools at the end of 6th year, full course terminal. ◇ Luxembourg: (a) 9, (b) 6, (c) family or pre-primary school, (d) terminal with possible entry to *lycée* at end of 6th year and to vocational secondary schools at end of 7th or 8th year. ◇ Switzerland-Neuchâtel: (a) 9, (b) 6, (c) family, (d) after 5th or 7th year to classical or modern section respectively of the lower general secondary school, or on termination of full course to vocational training school for apprentices. ◇ Viet-Nam: (a) 5, (b) 6, (c) family or pre-primary school, (d) through examination to general or vocational education at secondary level. ◇ Other French-speaking countries use *école primaire élémentaire* (see below).
- école primaire élémentaire*: primary school. ◇ Canada: (a) 7, (b) 6, (c) family or pre-primary school, (d) general or vocational secondary education. ◇ France: complete primary school covering the period of compulsory education; (a) 8, (b) 6, (c) pre-primary school or family, (d) after 5th year pupils may transfer to general secondary education, after 5th, 7th and 8th year to various types of vocational education; full course may also be terminal with a primary school leaving certificate. ◇ Monaco: (a) 5, (b) 6, (c) family, (d) through examination (*certificat d'études primaires*) to lower secondary studies at *lycée* or in classes attached to the *école primaire*. ◇ By contrast, Laos: lower cycle of primary school with Laotian as the medium of instruction; (a) 3, (b) 7, (c) family, (d) upper cycle of primary schooling.
- (*des*) *egenliga folkskola* (Sweden): see *folkskola*.
- eğitmenli köy ilkokulu* (Turkey): incomplete rural primary school staffed by partly trained teachers; (a) 3, (b) 7, (c) family, (d) possibility of further education at a *köy enstitüsü*.
- elementary school*: the current term for primary school in many English-speaking countries. Equivalence of the two terms is generally accepted, but cases occur where 'elementary' is more inclusive than 'primary' (see Philippines below) and where 'primary' is the wider term. (i) Specific usage of *elementary school* is as follows: ◇ Alaska: (a) 9, made up of 1 year kindergarten and 8 primary classes, (b) 5, (c) family, (d) secondary education. ◇ Canada: (a) 6 or 8 depending on the school district, (b) 6, (c) family or pre-primary school, (d) secondary education. ◇ Guam: (a) 8, (b) 6, (c) family, (d) secondary education. ◇ India, see *primary school*. ◇ Liberia: (a) 8, (b) 7, (c) family or pre-primary school, (d) through examination to general or vocational secondary education. ◇ Northern Nigeria: (a) 4, (b) 8, (c) family, (d) lower secondary education or teacher-training course for vernacular teachers. ◇ Northern Rhodesia: lower section of primary school, (a) 4, (b) 7, (c) family or entry from vernacular sub-standard school, (d) further primary education at middle school. ◇ Philippines: (a) 6 in two cycles, 4 primary and 2 intermediate, (b) 7, (c) family, (d) general and vocational secondary education. ◇ U.S.A.: sometimes with pre-elementary classes attached; two types are: *6-grade elementary school*; (a) 6, (b) 6, (c) family or pre-primary school, (d) lower secondary education at junior high school; and *8-grade elementary school*; (a) 8, (b) 6, (c) family or pre-primary school, (d) secondary education at 4-year high school. (ii) *elementary school* is also the preferred term to render into English the Korean primary school; (a) 6, (b) 6, (c) family, (d) general or vocational secondary education.
- elementary vernacular school* (Basutoland): lower primary school with instruction in the vernacular and English as a subject; (a) 5, including 2 preparatory classes, (b) 7, (c) family, (d) general or pre-vocational education at upper primary level.
- escola primária* (Portugal): primary school; (a) 4, (b) 7, (c) family or pre-primary school, (d) general or vocational education.
- escola primária fundamental* (Brazil): primary school with five classes, the first four termed *curso elementar*, the fifth *curso complementar*; (a) 5, (b) 7, (c) family or pre-primary school, (d) through examination to general and vocational secondary education (able pupils need not complete the course before taking the examination and passing to other types of schooling).
- escuela complementaria* (Honduras): part-time upper primary school for adults; (a) 2, (b) —, (c) 3 years' primary education, (d) terminal.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

escuela de primer grado: see *escuela (primaria) de primer grado*.
escuela de segundo grado: see *escuela (primaria) de segundo grado*.
escuela elemental o de primer grado (Peru): lower urban primary school; (a) 3, (b) 7, (c) *clase de transición*, (d) upper primary and secondary studies at a *gran unidad escolar*.
escuela granja (Chile): primary school attached to a farm hostel for orphans and homeless children; (a) 6, (b) 7, (c) —, (d) general or vocational secondary education.
escuela hogar (Chile): primary school attached to a hostel for orphans and homeless children; (a) 6, (b) 7, (c) —, (d) general or vocational secondary education.
escuela prevocacional (Venezuela): upper primary school preparing pupils for entry into vocational training schools (projected); (a) 2, (b) 12, (c) 4 years' primary education, (d) vocational training schools.
escuela primaria: primary school. ◇ Argentina, Ecuador, Mexico: (a) 6, (b) 6, (c) family or pre-primary school, (d) secondary education. ◇ Dominican Rep.: (a) 6 (urban) or 5 (rural), (b) 6, (c) family or pre-primary school, (d) lower general or vocational secondary. ◇ El Salvador: two types distinguished, urban and rural, the latter often incomplete; (a) 6, (b) 7, (c) family or pre-primary school, (d) general or vocational education at secondary level. ◇ Spain: primary school with 6 classes (covering the period of compulsory schooling) and a complementary, pre-vocational (non-compulsory) course called *período de iniciación profesional*; (a) 8 in 3 cycles (4 + 2 + 2), (b) 7, (c) family or pre-primary school, (d) from lower cycle (4th year) to secondary education, from upper cycle (8th year) to vocational training. ◇ Venezuela: urban or rural; (a) 6, (b) 8, (c) family or pre-primary school, (d) general or vocational secondary education. See also various qualified types below.
escuela primaria completa (Peru): complete primary school, urban or rural; (a) 5, (b) 7, (c) *clase de transición*, (d) general or vocational secondary education.
escuela primaria común o urbana (Honduras): complete primary school, usually urban; (a) 6, (b) 7, (c) family, (d) secondary education.
escuela primaria de primera clase (Chile): complete primary school; (a) 6, (b) 7, (c) family or pre-primary education (d) general or vocational secondary education.
escuela (primaria) de primer grado (Uruguay): incomplete urban primary school; (a) 4, (b) 6, (c) family or pre-primary school, (d) corresponding class of *escuela (primaria) de segundo grado*.
escuela primaria de segunda clase (Chile): incomplete primary school; (a) 4, (b) 7, (c) family or pre-primary education, (d) possibility of completing primary education at 6-year primary school (*escuela primaria de primera clase*).
escuela (primaria de segundo grado) (Uruguay): complete primary school; (a) 6, (b) 6, (c) family or pre-primary school, (d) general or vocational secondary education.
escuela primaria de tercera clase (Chile): incomplete primary school, usually rural and one-teacher; (a) 4, (b) 7, (c) family or pre-primary education, (d) possibility of completing primary education at 6-year school.
escuela primaria elemental ◇ Cuba: school providing the lower cycle of primary education; (a) 6, (b) 6, (c) family or pre-primary school, (d) upper cycle of primary education at *escuela primaria superior*, or school of fine arts, or through examination to general secondary school. ◇ Nicaragua: incomplete primary school; (a) 2, (b) 6, (c) family or pre-primary school, (d) possibility of further primary education.
escuela primaria graduada (Nicaragua): incomplete primary school; (a) 4, (b) 6, (c) family or pre-primary school, (d) possibility of further primary education.
escuela primaria rural: ◇ Colombia: single-sex rural primary

school; (a) 4, (b) 7, (c) family, (d) vocational training or possibility of final year of primary studies at *escuela primaria urbana*. ◇ Guatemala: rural primary school; (a) 3, (b) 7, (c) family or pre-primary school, (d) terminal. ◇ Honduras: incomplete primary school usually found in rural areas; (a) 3, (b) 7, (c) family, (d) upper primary school for adults. See also *escuela rural*.
escuela primaria superior: ◇ Cuba: school providing the upper cycle of primary education with optional streams: *académica* leading to general secondary and *pre-vocacional* to vocational education; (a) 3, (b) 12, (c) 6 years' lower primary education, (d) general or vocational secondary education. ◇ Nicaragua: complete primary school; (a) 6, (b) 6, (c) family or pre-primary school, (d) general or vocational education at secondary level.
escuela primaria urbana: urban primary school. ◇ Colombia: (a) 5, (b) 7, (c) family or pre-primary school, (d) secondary education or teacher training. ◇ Guatemala: (a) 6, (b) 7, (c) family or pre-primary school, (d) general secondary, teacher training school or vocational education.
escuela rural (Uruguay): rural primary school; (a) 3, (b) 6, (c) family, (d) possibility of further education at urban primary school.
escuela rural alternada (Colombia): incomplete double-session primary school in rural districts; (a) 2, (b) 7, (c) family, (d) possibility of vocational training or further primary studies at *escuela primaria rural*.
escuela rural elemental de grado completo (Peru): rural primary school; (a) 4, (b) 7, (c) *clase de transición*, (d) usually terminal.
escuela rural elemental de grado incompleto o tipo mínimo (Peru): lower rural primary school; (a) 2, (b) 7, (c) *clase de transición*, (d) possibility of further study at *escuela rural elemental de grado completo*.
escuela suplementaria (Honduras): part-time school for adults at primary level; (a) 3, (b) —, (c) —, (d) terminal.
evening school (Liberia): part-time school for adults covering a course equivalent to primary education; (a) up to 8, (b) —, (c) —, (d) possibility of further study at *people's college*.
folkeskole (Denmark): complete primary school; (a) 7 or 8, (b) 7, (c) family, (d) general or vocational education at secondary level.
folkeskole (Norway): primary school with course covering the period of compulsory education; (a) 7, (b) 7, (c) family, (d) general secondary or continuation school.
folkskola (Sweden): an institution providing schooling for the entire period of compulsory education and comprising an infant department (see *småskola*), a primary school proper (*egentliga folkskola*) and one or two continuation classes at lower secondary level; (a) 7 or 8 depending on the school district, (b) 7, (c) family or pre-primary school, (d) from 4th or 6th class to lower general secondary education or from full course to various types of vocational education.
forskele (Denmark): lower rural primary school; (a) 3, (b) 7, (c) family or pre-primary school, (d) upper primary education.
full-range primary school: see *primary course*.
gewoon lager onderwijs (Netherlands): primary school (literally education) with optional continuation classes of 2 years; (a) 6 (compulsory) or 7 or 8, (b) 6-7, (c) pre-primary school, (d) continued primary education or vocational or general secondary education.
GLO-school (gewoon lager onderwijs) (Surinam): primary school of various types: GLO-A for Dutch-speaking pupils, GLO-B for non-Dutch speaking pupils, District-GLO in rural areas; (a) 6, (b) 6, (c) family or pre-primary school, (d) continued primary or secondary education.
Grundschule: ◇ German Federal Rep.: public primary school providing a basic course covering the first 4 years of compul-

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- sory schooling in the Länder or the first 6 years in the city-states of Bremen, Hamburg, West Berlin; (a) 4 or 6, (b) 6, (c) family or pre-primary school, (d) secondary education at a *höhere Schule* or *Mittel- or Realschule* or *technische Oberstufe*, or upper primary education at a *Volksschuloberstufe* or *praktische Oberstufe*. ◇ Germany, Democratic Rep.: complete primary school; (a) 8 in two cycles (4 + 4), (b) 7, (c) home or pre-primary school, (d) general or vocational secondary education.
- grundskole* (Denmark): lower urban primary school; (a) 4, (b) 7, (c) family or pre-primary school, (d) lower general secondary education.
- Hauptschule* (Austria): upper primary school; (a) 4, (b) 11, (c) lower cycle (four years) of primary schooling; (d) usually terminal but may lead to further general or vocational education.
- hovedskole* (Denmark): upper rural primary school; (a) 4, (b) 10, (c) 3 years' course at lower rural primary school, (d) through *eksamenskursus* to various institutions of higher education or vocational training schools.
- ibtidā'iyah*: primary school in Arab States; (a) variable, (b) variable, (c) family or pre-primary school, (d) through public examination to general and vocational education at secondary level. National characteristics are as follows. ◇ Egypt: (a) 6, (b) 6, (d) full course leads through public examination to all types of secondary education but pupils may transfer after second year to Koranic school or if over 12, may sit for entrance examination to certain types of vocational schools. ◇ Iraq: (a) 6, (b) 7. ◇ Jordan: (a) 7, (b) 7. ◇ Lebanon: (a) 5, (b) 6. ◇ Saudi Arabia: (a) 6, (b) 7, (c) family or Koranic school. ◇ Syria: (a) 5, (b) 6.
- infant department* (New Zealand): first 2 years of primary school course, usually comprising 4 primer classes; see *public school*.
- infant-junior school* (Gold Coast): lower primary school; (a) 6 in two cycles (3 + 3), (b) 6, (c) family, (d) upper primary education.
- infant school*: ◇ Australia, England and Wales: first 3 years of primary school course; see *junior and infant school* and *primary school*. ◇ S. Nigeria: lowest section (two classes) of primary school, sometimes organized as a separate institution.
- infant section* (Ceylon): first 2 years of the primary school course. See *primary school*.
- intermediate school*: ◇ Basutoland: upper primary school offering curriculum with a practical bias and with transition from vernacular to English as medium of instruction; (a) 3, (b) 12, (c) 5 years' primary education, (d) through departmental examination to general or vocational education at secondary level. ◇ Kenya: upper primary school (African); (a) 4, (b) 11, (c) 4 years' lower primary education, (d) through examination to general secondary or vocational training school, or teacher training. See also other uses of the term in Section III.
- junior and infant school* (England and Wales): primary school comprising an *infant school* (5-7 years) and a *junior school* (7-11 years); (a) 7, (b) 5, (c) family or pre-primary school, (d) all types of secondary school.
- junior basic school* (India): craft-centred lower primary school; (a) 5, (b) 6, (c) family or *pre-basic school*, (d) further course of similar type at *senior basic school*.
- junior primary school* (S. Nigeria): lower primary school; (a) 4, (2 *infant school* + 2 *standard classes*), (b) 6, (c) family, (d) higher primary school.
- junior school*: see *junior and infant school*.
- kansakoulu* (Finland): primary school, (a) 7, (b) 7, (c) family or pre-primary school, (d) all types of secondary education.
- karawiyah awwaliyah* (Jordan): village primary school; (a) 4, (b) 7, (c) family, (d) upper primary school.
- kindergarten* (Southern Rhodesia): first two classes of primary school; (a) 2, (b) 5-6, (c) family or pre-primary school, (d) 5-year primary course. See also other uses of the term in Section I.
- kuttāb* (Saudi Arabia): Koranic school, ungraded school for teaching reading and memorization of the Koran, writing and arithmetic; (a) 2, (b) 5, (c) family, (d) primary education.
- lagere school* (Netherlands New Guinea): complete primary school with Malay and Dutch as alternative languages of instruction; (a) 6, (b) 7, (c) family, (d) general or vocational secondary education or teacher training.
- landsbyskole* (Denmark): complete rural primary school; (a) 7, (b) 7, (c) family, (d) through *eksamenskursus* to various institutions of higher education or to vocational training schools.
- lower primary school*: see *primary school*.
- madrasah rīfīyah* (Syria): rural primary school; (a) 5, (b) 6, (c) family or pre-primary school, (d) through public examination to lower secondary school or vocational training.
- madrasat al-ʿashā'er* (Syria): residential primary school for children from nomadic tribes; (a) 5, (b) 6, (c) family, (d) through public examination to lower secondary school or vocational training.
- maitam* (Syria): residential primary school for orphans; (a) 5, (b) 6, (c) family, (d) through public examination to lower secondary school or vocational training.
- Maori school* (New Zealand): primary school chiefly for Maori children; see *public school (mixed)* and *district high school*.
- middle school* (Northern Rhodesia): intermediate section of primary school; (a) 2, (b) 11, (c) 4 years lower primary education, (d) further primary education at *upper school*, or teacher training, or vocational training.
- načal'naja škola* (U.S.S.R.): incomplete primary school, or first four classes of a school of higher grade; (a) 4, (b) 7, (c) family or pre-primary school, (d) through examination to further general education or vocational training.
- national primary school* (Malaya): new type of primary school with either English or Malay as medium of instruction; (a) 6, (b) 7, (c) family, (d) through examination to general secondary education.
- national school* (Rep. of Ireland): State-aided primary school with infant department and lower secondary top, covering period of compulsory schooling; (a) 10 (2 pre-primary + 8), (b) 5, (c) family, (d) general and vocational secondary education.
- núcleo escolar campesino* (Guatemala): rural consolidated primary school serving defined region; (a) 6, (b) 7, (c) family or pre-primary school, (d) possibility of further general or vocational education.
- Oberstufe der Primarschule* (Switzerland—Zürich): upper primary course attached to a *Primarschule*. See also *Volksschule*.
- öğretmenli şehir veya köy ilkokulu* (Turkey): primary school staffed by fully trained teachers; (a) 5, (b) 7, (c) family or pre-primary school, (d) through examination to *ortaokul*.
- praktische Oberstufe* (German Federal Rep.): upper primary classes with practical bias following on from the 6-year *Grundschule* in Bremen, Hamburg and West Berlin; (a) 3, (b) 12, (c) 6 years' primary education, (d) vocational training schools.
- pratam sukṣa* (Thailand): (a) 4, (b) 7, (c) family or pre-primary classes or school, (d) general secondary or primary vocational schools.
- preparatory department of grammar school* (Northern Ireland): primary classes attached to a general secondary school; (a) 6, (b) 5, (c) family preprimary school, (d) secondary education.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

Primarschule (Switzerland—Zürich): primary school; (a) 8 including 2 years of *Oberstufe*, (b) 6, (c) family, (d) general or vocational education at secondary level.

primary course (N. Rhodesia): primary school existing either as a separate *full-range primary school*, or as part of a *full-range primary and secondary school*; (a) 7, (b) 7, (c) family or pre-primary school, (d) secondary education.

primary school: an institution providing for the first period of formal education beginning in childhood (from 5 to 7) and ending approximately at adolescence. Adopted in this work as the generic term for both non-English and current English terms; of the latter, two are in use: *primary school* and *elementary school*, and they are not always synonymous.

(i) For English-speaking countries where *primary school* is used, details are as follows. \diamond Australia: (a) 6 or 7 including 3-year *infant school*, (b) 6, (c) family or pre-primary school, (d) all types of general and vocational education at secondary level. \diamond Bechuanaland: (a) 8, sometimes in two cycles (6+2) provided by *lower* and *upper* primary schools, (b) 7, (c) family, (d) through departmental examination to lower secondary education or teacher training. \diamond Ceylon: (a) 6, including an *infant section* (2 years), (b) 5, (c) family, (d) lower secondary education. \diamond Fiji: institution covering the five-year primary course and providing also three post-primary classes; (a) 8, (b) 6, (c) family, (d) general or vocational education at post-primary level. \diamond India, varying in organization from State to State; (a) 4, 5 or 6, (b) 6, (c) family or pre-primary school, (d) all types of secondary education. \diamond Kenya (African system): (a) 4, (b) 7, (c) family, (d) upper primary education at intermediate school. (Arab, Asian, European systems): (a) 7, (b) 7, (c) family, (d) through examination to secondary education. \diamond Malaya: various types hitherto classified by language of instruction as *Chinese*, *English*, *Indian* or *Malay primary schools*, progressively being replaced by the *national primary school* with: (a) 6, (b) 6, (c) family, (d) secondary education. \diamond Nigeria: see *infant school*, *junior primary school* and *senior primary school*. \diamond N. Ireland: (a) 6, (b) 5, (c) family or nursery school, (d) secondary education at secondary intermediate or grammar school. \diamond N. Rhodesia: (a) 7, (b) 7, (c) family or pre-primary school, (d) secondary education. \diamond Papua-New Guinea (non-native communities): (a) 6, including two *infant classes*, (b) 5-6, (c) family, (d) secondary education abroad (Australia). \diamond Scotland: (a) 7, (b) 6, (c) family or pre-primary school, (d) secondary education. \diamond S. Rhodesia: (a) 7, including two kindergarten, (b) 5-6, (c) family or pre-primary school, (d) general or vocational secondary education. \diamond Swaziland: (a) 8 in two cycles (2+6), (b) 7, (c) family, (d) through departmental examination to secondary education. \diamond Uganda: complete primary school with curriculum emphasizing handwork and homecraft; (a) 6, (b) 6, (c) family or incomplete primary school, (d) through examination to secondary education. \diamond Union of S. Africa: (a) 7, (b) 6, (c) family or pre-primary school, (d) secondary education. \diamond Zanzibar: (a) 6, (b) 7, (c) private Koranic school or *Koranic class*, (d) secondary education. See also central primary school, elementary school, middle school, public school, senior (primary) school, urban primary school, vernacular school, village school. (ii) For non-English-speaking countries, *primary school* is used in this work to render the national terms of the following. \diamond Afghanistan: separate institutions for boys and girls; (a) 6, (b) 7, (c) family or pre-primary school, (d) general or vocational education at secondary level. \diamond Israel: (a) 8, (b) 6, (c) public kindergarten, (d) all types of secondary education.

progimnazija (Bulgaria): upper cycle of complete (7-year) primary school; (a) 3, (b) 11, (c) 4 years' lower primary school,

(d) through examination to general or vocational secondary education.

public school (contributing) (New Zealand): incomplete primary school; (a) 6 including 2 years' infant department, (b) 5 to 7, (c) family or pre-primary school, (d) upper primary education at intermediate school or intermediate department of secondary school.

public school (mixed) (New Zealand): complete primary school; (a) 8 including 2 years' infant department, (b) 5 to 7, (c) family or pre-primary school, (d) secondary education.

purvonačalno učilište (Bulgaria): lower primary school or lower cycle of complete (7-year) primary school; (a) 4, (b) 7, (c) family or preprimary school, (d) upper cycle of primary studies at *progimnazija*.

quatrième degré: see under *degré*.

remove class (N. Nigeria): 1-year preparatory class attached to middle school providing for transition from primary to secondary studies; see *middle school* in Section III.

rural school (Afghanistan): incomplete primary school in rural areas; (a) 3, (b) 7, (c) family, (d) upper primary education.

school for working youth (Israel): evening school at which young workers can attain or complete a primary education; (a) 6 including 2 preparatory classes, (b) 14, (c) —, (d) secondary evening schools.

scuola elementare: \diamond Italy and Ital. Somaliland: primary school; (a) 5, (b) 6, (c) family or pre-primary school, (d) lower general or vocational secondary education. \diamond Switzerland—Ticino: primary school divided into lower (*di grado inferiore*) and upper (*di grado superiore*) cycles: (a) 8 in two cycles (5+3), (b) 7, (c) family or pre-primary school, (d) from lower cycles to lower general secondary school, from upper cycle to vocational schools.

scuola primaria (San Marino): primary school; (a) 5, (b) 6, (c) family or preprimary school; (d) through examination (*esame d'ammissione*) to lower general secondary school.

scuola primaria per adulti (Ital. Somaliland): primary schools for adults.

sekolah rakjat (Indonesia): primary school; (a) 6, (b) 6, (c) family, (d) general or vocational secondary education or teacher training.

sekolah rakjat tidak sempurna (Indonesia): rural primary school, at present incomplete but being progressively converted into full primary course; (a) about 3, (b) 6, (c) family, (d) upper primary classes at *sekolah rakjat*.

senior primary school (S. Nigeria): upper primary school; (a) 4, (b) 10, (c) 4 years' lower primary schooling, (d) full course leads to vocational training or teacher training, but pupils may pass to secondary school at end of third year.

senior (primary) school (Gold Coast): upper primary school; (a) 4, (b) 12, (c) 6 years' lower primary education, (d) general secondary education after 2nd year, vocational secondary or teacher training after full four-year course.

shūgakkō (Japan): primary school; (a) 6, (b) 6, (c) family or pre-primary school, (d) lower secondary education.

småskola (Sweden): lower or infant department of a *folkskola*; (a) 2, (b) 7, (c) family or pre-primary school, (d) the *egentliga folkskola* or primary school proper.

special Malay course (Malaya): transition course enabling Malay-speaking pupils to transfer from Malay to English primary school; (a) 2, (b) 11, (c) fifth class of Malay primary school, (d) sixth class of English primary school.

sub-grade school (Uganda): incomplete primary school often associated with missions and concerned mainly with religious instruction; (a) 2, (b) 6, (c) family, (d) vernacular school.

szkola niepełna (Poland): incomplete primary school in rural districts; (a) usually 4, (b) 7, (c) family or pre-primary school, (d) upper primary classes at a *szkola zbiorcza*.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- szkoła podstawowa* (Poland): primary school; (a) 7, (b) 7, (c) pre-primary school, (d) all types of secondary education.
- szkoła zbiorcza* (Poland): central upper primary school receiving pupils from a number of village (incomplete) primary schools; (a) usually 3, (b) 11, (c) usually 4 years' primary education, (d) secondary education.
- upper primary school* (Bechuanaland): see *primary school*.
- urban primary school* (S. Rhodesia): complete primary school in a town; (a) 8, including 2 preparatory classes, (b) 5, (c) family, (d) through departmental examination to secondary education or vocational training.
- vernacular school* (Uganda): incomplete primary school; (a) 4, (b) 5, (c) family or *sub-grade school*, (d) upper primary education.
- vernacular sub-standard school* (N. Rhodesia): lower primary school; (a) 2, (b) 7, (c) family, (d) further primary education at *elementary school*.
- vervolgsschool* (Netherlands New Guinea): upper primary school with Malay as medium of instruction; (a) 3, (b) variable, (c) 3 years of lower primary education, (d) teacher training or vocational education.
- village higher school* (Papua-New Guinea): upper primary school serving a group of villages, with English as medium of instruction; (a) 4, (b) 10, (c) 4 years' primary education, (d) *central school*.
- village primary school*: \diamond S. Rhodesia: lower primary school; (a) 5 or 6 including 2 preparatory classes; (b) 5, (c) family, (d) upper primary education at *central primary school*.
- \diamond Tanganyika: primary school with vernacular or Swahili

- as medium of instruction and emphasis on practical subjects.
- (a) 4, (b) 7, (c) family, (d) middle school.
- village school*: \diamond Bechuanaland: lower primary school; (a) 4, (b) 7, (c) family, (d) possibility of further primary education by transfer to a complete primary school. \diamond Papua-New Guinea, run by missions and using vernacular as medium of instruction; (a) 4, (b) 5-6, (c) family, (d) classes at *area* or *village higher school*.
- volkschool* (Netherlands-New Guinea): lower primary school with course emphasizing fundamental education and using Malay or vernacular as medium; (a) 3, (b) variable, (c) family, (d) *vervolgsschool*.
- Volksschule*: \diamond Austria: public primary school; (a) in small localities offers an 8-year course covering the whole period of compulsory education and in bigger centres a 4-year course covering the lower cycle of primary studies, (b) 7, (c) pre-primary school or family, (d) all types of secondary education. \diamond German Federal Rep.: complete primary school with lower cycle corresponding to *Grundschule* and upper cycle called the *Volksschuloberstufe* or *praktische Oberstufe*; (a) 8 or 9, (b) 6, (c) family or pre-primary school, (d) lower cycle leads to secondary education while complete course usually leads to vocational training. \diamond Liechtenstein: (a) 8, (b) 6 + , (c) family or pre-primary school, (d) leads after 5th and 6th year to secondary school, after 8th year to part-time vocational training.
- Volksschuloberstufe* (German Federal Rep.): upper cycle of *Volksschule*.

Section III

SECONDARY SCHOOL TERMS

- aftenskole* (Denmark): evening school for young people providing non-vocational education beyond compulsory school years.
- algemene middelbare school* (Surinam): general school with two streams, one emphasizing modern languages and commercial subjects, the other mathematics and physical science; (a) 5, (b) 13 or 14, (c) elementary or advanced elementary school, (d) further vocational training or corresponding university study in the Netherlands.
- all-age school* (England and Wales): school with primary and secondary classes covering the period of compulsory schooling (being reorganized so that children receive secondary education in separate institutions); (a) 10, (b) 5, (c) family or pre-primary school, (d) general or vocational education at an establishment of further education.
- általános középiskola* (Hungary): general secondary school; (a) 4, (b) 15, (c) 8 years' primary education, (d) through examination to higher education.
- altsprachliches Gymnasium* (German Federal Rep.): a *Gymnasium* offering a course including Latin, Greek and one modern language; see *Gymnasium*.
- athénée* (Belgium): State general secondary school for boys; (a) 6, (b) 12, (c) full course based on 6 years' primary education but pupils may enter after 1, 2 or 3 years at *école moyenne*, (d) higher education or teacher training.
- Aufbauschule* (German Federal Rep.): general secondary school usually with the study of Latin and one modern language; (a) 7, (b) 13, (c) 6 years' primary education, (d) through examination to higher education.

- bilateral, multilateral and comprehensive schools* (United Kingdom, England and Wales): secondary schools offering a variety of courses with a wide range of general and vocational subjects; (a) 7, (b) 12, (c) 7 years' primary education, (d) all types of higher education.
- bóknámsdeild*: see *gagnfræðaskóli*.
- chūgakkō* (Japan): lower general secondary school completing period of compulsory education; (a) 3, (b) 12, (c) 6 years' primary education, (d) general and or vocational education at upper secondary school.
- ciclo básico* (Argentina): lower cycle of secondary education, three-year curriculum common to *colegio*, *liceo*, *escuela normal* and *escuela nacional de comercio*.
- ciclo común de cultura general* (Guatemala): lower general secondary school; (a) 3, (b) 13, (c) 6 years primary education, (d) academic or teacher training streams of upper secondary school.
- ciclo especial para estudios de bachillerato* (Guatemala): upper general secondary school stream of academic studies; (a) 2, (b) 16, (c) 3 years' secondary education, (d) through examination to University.
- classes préparatoires aux grandes écoles* (France): post-secondary classes attached to certain *lycées* and *collèges* for students preparing for the competitive entrance examinations to the *grandes écoles*, institutions of higher education attached to various ministries and training personnel for the most responsible posts in the Administration.
- colégio* (Brazil): upper general secondary school with classical and scientific streams: (a) 3, (b) 16, (c) 4 years' lower secondary course at *ginásio*, (d) through secondary leaving

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- examination and additional university entrance examination to higher education.
- colegio:** general secondary school. ◇ Argentina, for boys only (the girls' school being a *liceo*) with courses comprising the *ciclo básico* and the *ciclo superior* for specialized studies; (a) 5 in two cycles (3 + 2), (b) 12, (c) 6 years' primary education, (d) full course leads through examination (*bachillerato*) to higher education, but up to end of lower cycle pupils may transfer to teacher training or commercial school. ◇ Colombia: general secondary school; (a) 6 in two cycles (4 leading to *bachillerato elemental* + 2 leading to *bachillerato superior*), (b) 12, (c) 5 years' primary education, (d) through examination to higher education. ◇ El Salvador and Nicaragua: private general secondary school, see *instituto nacional*. ◇ Spain: private general secondary school, see *instituto*.
- colegio de humanidades clásicas** (Ecuador): general secondary school with curriculum including Greek and Latin; (a) 6, (b) 12, (c) 6 years' primary education, (d) through examination (*bachillerato*) to higher education.
- colegio de humanidades modernas** (Ecuador): general secondary school with curriculum offering a choice in final year of study between (i) literature and philosophy, (ii) mathematics and physics, (iii) chemistry and biology; (a) 6, (b) 12, (c) 6 years' primary education, (d) through examination (*bachillerato*) to higher education.
- colegio de segunda enseñanza común** (Peru): general secondary school; (a) 5, (b) 12, (c) 5 years' primary education, (d) higher education.
- college:** institution of higher education, either separate or forming part of a university. Thus used by most English-speaking countries and adopted in this volume as a generic term. Some countries also apply the term to a secondary school or to one overlapping the secondary and higher levels. See also: *high school*, *junior college*.
- collège:** general secondary school, with differing connotations in French-speaking countries. ◇ Belgium: private school for either sex; (a) 6, (b) 12, (c) full course based on 6 years' primary education but pupils may enter after 1, 2 or 3 years at *école moyenne*, (d) higher education or teacher training. ◇ Canada: for boys; (a) 8 in two cycles (4 + examination + 4), (b) 13, (c) 7 years' primary education, (d) through examination (*baccalauréat*) to higher education. ◇ France: public school for both sexes administered by local authority and variously organized to provide academic (*enseignement classique*) or modern (*enseignement moderne*) courses or both; (a) 7—but the modern course is divided into two cycles, the lower (4-year) sometimes existing independently as the *enseignement moderne court*, (b) 11, (c) 5 years' primary education, (d) through public examination (*baccalauréat*) to higher education. ◇ Laos: lower general secondary school; (a) 4, (b) 13, (c) 6 years' primary education, (d) through examination to upper secondary education at *lycée*, to *école militaire* or to various types of vocational education abroad. ◇ Viet-Nam, see *lycée*.
- college preparatory high school** (Liberia): general secondary school; (a) 4, (b) 15, (c) 8 years' primary education, (d) through examination to higher education.
- collegiate school** (Ceylon): complete general secondary school; (a) 7, (b) 11, (c) 6 years' primary education, (d) through examination (higher school certificate) to university and other institutions of higher education.
- comprehensive school:** see *bilateral school*.
- continuation classes** (Mauritius): post-primary classes attached to a primary school; (a) 3, (b) 12, (c) 7 years' primary education, (d) terminal.
- continuation classes** (Israel): term used in this work for secondary classes attached to rural primary schools; (a) 4, (b) 14, (c) 8 years' primary education, (d) terminal.
- cours complémentaire** (France): general secondary course provided at certain primary schools and corresponding to the lower cycle (first four years) of the *collège moderne* (see under *collège*); (a) 4, (b) 11, (c) 5 years' primary education, (d) terminal.
- cours post-scolaire (semestriel)** (Luxembourg): compulsory part-time upper primary school (2 afternoons per week for 2 years) for pupils who have turned 14 and do not wish to continue with full-time study.
- cours supérieur** (Luxembourg): see *lycée*.
- dabirestān** (Iran): general secondary school; (a) 6 in three cycles (lower 3 + middle 2 + upper 1), (b) 13, (c) 6 years' primary education, (d) lower cycle through provincial examination to vocational or teacher training, upper cycle through State examination to higher education.
- district high school** (New Zealand): complete rural primary school with secondary department attached, some of these schools being Maori district high schools; (a) 8 years primary and up to 5 years secondary, (b) 5 to 7, (c) family, (d) through examination to higher education.
- école moyenne** (Belgium): lower secondary school offering both general and pre-vocational education; (a) 3, (b) 12, (c) 6 years' primary education, (d) upper general secondary education or teacher training.
- école primaire complémentaire:** lower general secondary school. ◇ Canada: (a) 2, (b) 13, (c) 7 years' primary education, (d) vocational education mainly at technical and domestic science schools. ◇ Monaco: (a) 4, (b) 11, (c) 5 years' primary education, (d) through examination (*brevet d'études du premier cycle*) to upper secondary studies at *lycée* or commercial classes at the *école primaire*.
- école primaire supérieure.** ◇ Canada: general secondary school; (a) 5, (b) 13, (c) 7 years' primary education, (d) various vocational training schools or specialized education at higher level. ◇ Luxembourg: upper primary school with practical bias; (a) 3, (b) 13, (c) 7 years' primary education, (d) terminal.
- école secondaire** (Switzerland—Neuchâtel): lower general secondary school with two streams, a *section classique*, comprising obligatory study of Latin, with Greek as an option; (a) 4, (b) 11, (c) 5 years' primary education, (d) all types of general and vocational education at upper secondary level, and a *section moderne* without Latin: (a) 2, (b) 13, (c) 7 years' primary education, (d) all types of general and vocational education at upper secondary level except the *section littéraire* of the *gymnase*.
- école secondaire générale** (Belgian Congo): general secondary school with classical (Latin) and modern (science) streams; (a) 6, (b) 12, (c) 6 years' primary education, (d) through examination to higher education.
- efterskole:** ◇ Denmark: residential continuation school for pupils having passed the rural middle and complete rural primary schools providing three, four or five months winter non-vocational studies. ◇ Greenland: lower secondary school with practical course; (a) 2, (b) 14, (c) 7 years' primary education, (d) general secondary school.
- eksamensfri mellemsskole** (Denmark): see *mellemsskole*.
- eksamenskursus** (Denmark): see *mellemsskole*.
- enseignement classique** (France): see *collège* and *lycée*.
- enseignement moderne** (France): see *collège* and *lycée*.
- enseignement moderne court** (France): see *collège*.
- escuela preparatoria** (Mexico): upper general secondary school with two courses leading to baccalaureate in science (*bachillerato de ciencias*) and arts (*bachillerato de humanidades*);

- (a) 2, (b) 15, (c) 3 years' lower secondary education, (d) through public examination (*bachillerato*) to higher education.
- escuela secundaria*: general secondary school. ◇ Honduras: (a) 5, (b) 13, (c) 6 years' primary education, (d) through examination to higher education. ◇ Mexico: (a) 3, (b) 12, (c) 6 years' primary education, (d) upper general secondary school or teacher training.
- folkehøjskole* (Denmark): residential college providing courses of general education for adults (folk high schools).
- folkhögskola* (Sweden): institution offering part-time general secondary education for adults; (a) 1-3, (b) —, (c) 8 years' primary education, (d) terminal.
- forberedelsesklasse* (Denmark): preparatory class for entrance into certain institutions; (a) 1 or 2, (b) 16, 17 or 18, (c) rural primary schools or three years of middle school, (d) teacher-training college, academy of fine arts, etc.
- framhaldsskole* (Norway): continuation, i.e. post-primary class attached to primary school; (a) 1, (b) 14, (c) 7 years' primary education, (d) teacher training or secondary education.
- gagnfræðaskóli* (Iceland): lower general secondary school (first two classes within compulsory school period) of two streams: academic (*bóknaðsdeild*) and practical (*verknáðsdeild*); (a) 4, (b) 13, (c) 6 years' primary education, (d) terminal or academic stream to upper general secondary or teacher training school; practical stream to vocational schools with examination (*unglingapróf*) after second year.
- general high school* (Philippines): secondary school with mainly general but partly vocational curriculum; (a) 4, (b) 13, (c) 6 years' primary education, (d) higher education or teacher training.
- gimnazija* (Yugoslavia): upper general secondary school; (a) 4, (b) 15, (c) 4 years' secondary education, (d) through examination to higher education.
- ginásio* (Brazil): lower general secondary school; (a) 4, (b) 12, (c) 5 years' primary education, (d) upper secondary education.
- ginnasio inferiore* (Switzerland—Ticino): lower general secondary school; (a) 4, (b) 12, (c) 5 years' primary education, (d) through examination to general or vocational education at upper secondary level.
- ginnasio—liceo classico* (Italian Somaliland): upper general secondary school with course emphasizing classics and literature; (a) 5 in 2 cycles (2 *ginnasio* + *liceo*), (b) 14, (c) 3 years' lower secondary school, (d) through examination to higher education.
- ginnasio on liceo* (Switzerland—Ticino): upper general secondary school; (a) 4, (b) 16, (c) 4 years lower general secondary education, (d) through examination to higher education outside the canton.
- ginnasio superiore* (San Marino): see *liceo*.
- grammar school* (Fiji): an institution providing primary and general secondary education; (a) 12, (b) 6, (c) family, (d) through examination to higher education overseas. See also *secondary grammar school*.
- gran unidad escolar* (Peru): combined upper primary and vocational secondary school with curriculum appropriate to locality; (a) 7, (b) 10, (c) lower primary schooling, (d) —.
- gymnasium* (Greece): general secondary school with curriculum emphasizing classical Greek and Latin studies; (a) 6, (b) 12, (c) 6 years' primary education, (d) through examination to higher education.
- gymnase* (Switzerland—Neuchâtel): upper general secondary school organized in three sections: (i) *section littéraire*, emphasizing classical and literary studies; (a) 3, (b) 15, (c) 4-year *section classique* of lower general secondary school, (d) higher education particularly faculties of arts, law, medicine, pharmacy and theology; (ii) *section pédagogique*, preparing for professional training as a teacher; (a) 3, (b) 15, (c) 4-year *section classique* or 2-year *section moderne* of lower general secondary school, (d) teacher-training college; (iii) *section scientifique*, emphasizing scientific studies; (a) 3, (b) 15, (c) 4-year *section classique* or 2-year *section moderne* of lower general secondary school, (d) higher education in scientific and other fields not requiring Latin as a prerequisite.
- gymnasium* (Denmark): upper general secondary school; (a) 3, (b) 15, (c) 4 years' lower secondary education at *eksamensmellemsskole*, (d) through examination to university or higher vocational education.
- Gymnasium* (German): general secondary school with certain variations between German-speaking countries. ◇ Austria: obligatory study of Latin and Greek; (a) 8, (b) 11, (c) 4 years' primary education and entrance examination, (d) higher education (Note: pupils may enter after 8 years' primary schooling and take the 4-year upper course). ◇ German Federal Republic: differentiated into three main types by curriculum (see *altsprachliches G.*, *mathematisch naturw. G.* and *neusprachliches G.*; (a) 9, (b) 10, (c) 4 years' primary education, (d) through examination to higher education. ◇ Liechtenstein, (a) 5, (b) 11, (c) 5 years' primary education, (d) upper secondary and higher education abroad. Switzerland—Zürich: with three types of course: type A Latin and Greek, type B Latin and modern languages, type C mathematics and natural sciences; (a) 6 $\frac{1}{2}$, (b) 12, (c) 6 years' primary education, (d) through examination to higher education.
- gymnasium* (Netherlands): general secondary school of academic type with a Section A (languages) and a Section B (science); (a) 6, (b) 12-14, (c) 6 years' primary school, (d) higher education.
- gymnasium* (Norway): general secondary school; (a) 5, (b) 14, (c) 7 years primary education, (d) higher education through examination (*examen artium*) (Note: in rural districts the gymnasium often consists of a 4-year course based on the continuation school [1 year post-primary]).
- gymnasium* (Sweden): State upper general secondary school with three streams, the *latinlinje*, emphasizing literary and classical studies, the *reallinje*, scientific subjects, and the *allmän linje* emphasizing social studies and modern languages; (a) 3 or 4, (b) 16-17, (c) 8 or 9 years' previous schooling, (d) through examination to higher education.
- Hauptschule* (Austria): see Section II.
- higher civic school* (Korea): part-time school providing education at lower secondary level for youth and adults; (a) 3, (b) —, (c) primary education or equivalent course at *civic school*, (d) terminal.
- higher secondary school* (India): general secondary school including a year's post-secondary course leading direct to university; (a) 6, (b) 10-12, (c) primary education or *middle school*, (d) higher education.
- high school*: preferred term for secondary school in large number of English-using countries; details of organization and national synonyms are as follows. ◇ Alaska: (a) 4, (b) 14, (c) 9 years' primary education, (d) higher education. ◇ Australia (also using *secondary school*): with various courses, *academic or modern*; the academic course has (a) usually 5, (b) 12-13, (c) 6 or 7 years' primary education, (d) through Leaving or Senior Certificate to university and other higher education; the modern course emphasizes practical subjects and has (a) usually 3, (b) 12-13, (c) 6 or 7 years' primary education, (d) through Intermediate or Junior Certificate to various vocational training schools at post-secondary level, but sometimes pupils take a 5-year course leading to Leaving or Senior Certificate; other courses

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- resembling the modern are termed *agricultural, art and music, commercial, home science, technical* ◇ Basutoland: (a) 5, (b) 15, (c) 8 years' primary education, (d) through examination to higher education abroad. ◇ Canada: (a) either 4, with a tendency to add a further year of pre-university studies, or 6 with division into *junior* (3 years) and *senior* (3 years) *high school*, (b) 14, (c) 8 or 6 years' primary education respectively, (d) higher education. ◇ Guam: with both general and vocational courses; (a) 4, (b) 14, (c) 8 years primary education, (d) higher education at the Territorial College. ◇ India: (a) 2-4, (b) 10-12, (c) primary education or middle school, (d) higher education at intermediate college. ◇ New Zealand (also using *college*): with general and vocational courses, the emphasis varying from school to school; (a) up to 5, (b) 13, (c) 8 years' primary education, (d) through examination to higher education. ◇ Pakistan: of two types, either (a) 3, (b) 13, (c) 2 years' at middle school; or (a) 5, (b) 11, (c) 5 years' primary education, and in both cases (d) through examination to first stage of higher education at intermediate college or to teacher training. ◇ Swaziland: (a) 5 in two cycles (3 + 2), (b) 15, (c) 8 years' primary education, (d) from lower cycle through examination to teacher training in Protectorate and from upper cycle through examination to higher education abroad. ◇ Union of South Africa (also using *secondary school*): (a) 5, (b) 13, (c) 7 years' primary education, (d) through examination to higher education. ◇ U.S.A.: with general and/or vocational programmes, four types being distinguished: *junior high school*; (a) 3, (b) 12, (c) 6 years' primary education, (d) upper secondary education; *senior high school*; (a) 3, (b) 12, (c) junior high school, (d) higher education at college or junior college; *junior-senior high school* combining above two types; and *4-year high school*, (a) 4, (b) 14, (c) 8 years' primary education, (d) higher education. See also: *district high school, general high school*.
- hogere burgerschool* (Netherlands): general secondary school with a Section A (language) and a Section B (science); (a) 5, (b) 12-14, (c) primary school, (d) higher education.
- högre flickskola* (Sweden): municipal general secondary school for girls, with curriculum emphasizing home economics and related subjects; (a) 7, (b) 11, (c) 4 years' primary education, (d) upper secondary education at *gymnasium* or teacher training.
- högre folkskola* (Sweden): lower general secondary school; (a) 2-4, (b) 13, (c) 6 years' primary education, (d) 4-year course leads to general or vocational education at upper secondary level, or teacher training.
- höhere Schule* (German Fed. Rep.): basic term for various general secondary institutions such as *Gymnasium, Aufbauschule, wissenschaftliche Oberstufe, Mädchenlyzeum*.
- höhere Töcherschule*: ◇ Liechtenstein: general secondary school for girls; (a) 5, including 1 preparatory year, (b) 11, (c) 5 years' primary education, (d) terminal. ◇ Switzerland—Zürich: upper general secondary school for girls with curriculum emphasizing women's interests; (a) 3, (b) 15, (c) 3 years' lower general secondary education, (d) possibility of further study at *soziale Frauenschule* or training as pre-primary school teacher.
- højskole*: (Greenland): general secondary school; (a) 4, (b) 15, (c) preparatory class or lower secondary school, (d) higher education.
- ibtidā'iyah āliyah* (Lebanon): lower secondary school; (a) 4, (b) 11, (c) 5 years primary education (d) through public examination to teacher training, technical or hotel personnel schools.
- ibtidā'iyat al-Azhar* (Egypt): lower general secondary school forming part of the educational establishment of the Al-Azhar mosque; (a) 4, (b) 13, (c) 6 years' primary education or Koranic school, (d) through public examination to upper secondary education at Al-Azhar.
- ibtidā'iyah*: upper general secondary school with two streams, literature (*adabi*) and science (*'ilmi*). ◇ Iraq: (a) 2, (b) 16, (c) 3 years' lower secondary education, (d) through public examination to all types of higher education and teacher training. ◇ Syria: (a) 3, (b) 15, (c) 4 years' lower secondary education, (d) through examination to higher education.
- independent school* (N. Ireland): private school providing primary and/or primary and/or general secondary education.
- instituto* (Spain): State general secondary school; distinguished from the private *colegio*; (a) 7, (b) 11, (c) 4 years' primary education, (d) through examination (*bachillerato*) to higher education.
- instituto de segunda enseñanza* (Cuba): general secondary school; (a) 5, (b) 15, (c) 9 years' primary education or 6 years' primary education + entrance examination, (d) through examination (*bachillerato*) to university.
- instituto nacional*: State general secondary school, distinguished from the private *colegio*. ◇ El Salvador: (a) 5 in two cycles, 3 (*plan básico*) + specialization in literacy and scientific streams, (b) 13, (c) 6 years' primary education, (d) through examination to higher education. ◇ Nicaragua: (a) 5, (b) 12, (c) 6 years' primary education, (d) through examination (*bachillerato*) to higher education.
- intermediate school*: ◇ Fiji: secondary school for Fijians and Indians offering a 2-year lower cycle of general studies and a 3-year upper cycle emphasizing agricultural and technical subjects; (a) 5, (b) 11, (c) 5 years' primary education, (d) full course terminal but possibility of transfer from lower cycle to school preparing for higher education. ◇ New Zealand, upper primary school existing either as a separate institution or as a department attached to some secondary schools; (a) 2, (b) 11 to 13, (c) 6 years primary education, (d) general or vocational secondary education.
- junior college* (Canada): non-degree granting college with course covering final two years of secondary education and/or two years of undergraduate study in arts or science; (a) 3 or 4, (b) 16, (c) 2 years' secondary education; (d) degree course at university.
- junior high school*: ◇ Canada and U.S.A.: lower general secondary school; (a) 3, (b) 12, (c) 6 years' primary education, (d) further general secondary education at senior high school or vocational secondary school. ◇ Union of South Africa: lower general secondary school providing terminal course for pupils who do not wish to continue studies beyond compulsory school age; (a) 3, (b) 13, (c) 7 years' primary education, (d) terminal.
- junior secondary day school* (Bechuanaland): lower general secondary school; (a) 3, (b) 15, (c) 8 years' primary education, (d) upper vocational secondary course or teacher training abroad.
- junior secondary school*: lower general secondary school. ◇ Ceylon: (a) 3, (b) 11, (c) 6 years' primary education, (d) through examination (Government Junior School Certificate) to vocational training or further secondary education. ◇ N. Rhodesia: (a) 2, (b) 16, (c) 9 years' primary education, (d) senior secondary school. ◇ Scotland: providing general education but with curriculum including commercial, technical, home economics and rural courses; (a) 3, (b) 13, (c) 7 years' primary education, (d) vocational education at post-secondary level. ◇ Uganda: (a) 3, (b) 12, (c) 6 years' primary education, (d) through examination to upper secondary education, teacher and other vocational training schools.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- keskikoulu** (Finland): lower general secondary school; (a) 5, (b) 11, (c) 4 years' primary education, (d) through examination to upper secondary studies or certain non-degree granting colleges.
- klasična gimnazija** (Yugoslavia): General secondary school; (a) 8 in two cycles—lower (*niža gimnazija*) and upper (*viša gimnazija*)—of four years each, separated by an examination, (b) 11, (c) 4 years' primary education, (d) through examination to higher education.
- klein-seminarium** (Netherlands): general secondary school providing initial training for intending Roman Catholic priests; (a) 6, (b) 12-14, (c) primary school, (d) senior seminary.
- kōtōgakkō** (Japan): upper secondary school with both general and vocational curriculum; (a) 3, (b) 15, (c) 3 years' lower secondary education, (d) through examination to higher education.
- kulliat al-shari'ah al-i'dādiyah** (Iraq): secondary school with curriculum emphasizing religion and law; (a) 2, (b) 16, (c) 3 years' general secondary school; (d) college of Muhammadan Law.
- Lehreroberschule** (German Fed. Rep.): general secondary school for students intending to become primary school teachers; (a) 5, (b) 14, (c) 8 years' primary education, (d) teacher-training college.
- liceo** (Italian): ◇ Italy: see *liceo artistico*, *liceo classico* and *liceo scientifico*. ◇ San Marino: upper general secondary school; (a) 5, including a lower 2-year cycle (*ginnasio superiore*) leading through an examination (*esame di licenza*) to upper 3-year cycle (*liceo classico*), (b) 14, (c) 3 years' lower general secondary school, (d) through examination (*esame di maturità*) to higher education.
- liceo** (Spanish): general secondary school. ◇ Argentina: for girls, distinguished from *colegio* (q.v.). ◇ Uruguay: (a) 6 in two cycles (4+2), (b) 12, (c) 6 years' primary education, (d) full course leads to higher education but pupils may enter teacher-training school after 4th year of secondary studies. ◇ Venezuela: with three specialized streams in upper class—*filosofía y letras* (literature and philosophy), *ciencias físicas y matemáticas* (mathematics and physics) and *ciencias biológicas* (biology, etc.); (a) 5, (b) 14, (c) 6 years' primary education, (d) higher education.
- liceo artistico** (Italy): upper general secondary school with curriculum emphasizing fine arts; (a) 4, (b) 14, (c) 3 years' lower general secondary education, (d) through examination to further specialized study at university level.
- liceo clásico** (Chile): general secondary school with traditional curriculum and methods; (a) 6 in two cycles (3 years general studies and 3 years' pre-university work), (b) 13, (c) 5 years' primary education, (d) through examination (*bachillerato*) to higher education.
- liceo classico** (Italy): upper general secondary school with curriculum emphasizing literacy studies and including Greek; (a) 5, (b) 14, (c) 3 years' lower general secondary education, (d) through examination to higher education.
- liceo femenino de artes y letras** (Dominican Rep.): general secondary school for girls; (a) 3, (b) 14, (c) 2 years' course at *liceo intermedio*, (d) through state examination (*bachillerato femenino de artes y letras*) to higher education.
- liceo intermedio** (Dominican Rep.): lower general secondary school or corresponding classes attached to a primary school; (a) 2, (b) 12, (c) 6 years' primary education, (c) general and vocational secondary education.
- liceo renovado** (Chile): general secondary school with more flexible curriculum than *liceo clásico*; (a) 6 in 3 cycles (2-year course taken by all pupils, 2-year variable course and 2 years specialization), (b) 13, (c) 6 years' primary education, (d) through examination (*bachillerato*) to higher education.
- liceo scientifico** (Italy and Italian Somaliland): upper general secondary school with curriculum emphasizing mathematics and sciences and including a modern language; (a) 5, (b) 14, (c) 3 years' lower general secondary education, (d) through examination to higher education.
- liceo secundario** (Dominican Rep.): upper general secondary school; (a) 4, (b) 14, (c) 2 years' lower general secondary education, (d) through public examination to all types of higher education.
- liceu** (Portugal): general secondary school with 7-year course in three cycles, the first two, of 2 and 3 years duration, providing a general course (*curso geral*) the last 2 years being specialized (*curso complementar*) and preparatory to university education; (a) 7, (b) 11, (c) 4 years' primary education, (d) higher education.
- liceum** (Poland): general secondary school; (a) 4, (b) 14, (c) 7 years' primary education, (d) through examination to higher education.
- lise** (Turkey): general secondary school; (a) 4, (b) 15, (c) 3 years' lower secondary education, (d) through examination to higher education.
- lukeion** (Greece): general secondary school with curriculum emphasizing sciences; (a) 6, (b) 12, (c) 6 years' primary education, (d) through examination to higher education.
- lycée**: general secondary school, variously defined in French-speaking countries. ◇ Belgium: State general secondary school for girls; (a) 6, (b) 12, (c) full course based on 6 years' primary education but pupils may enter after 1, 2 or 3 years at *école moyenne*, (d) higher education or teacher training. ◇ France: State general secondary school for both sexes with primary classes attached and offering a classical course (*enseignement classique*) or a modern course (*enseignement moderne*) or both; (a) 7—but modern course is divided into two cycles, the lower (4 years) sometimes existing independently as the *enseignement moderne court*, (b) 11, (c) 5 years' primary education, (d) through examination (*baccalauréat*) to higher education. ◇ Laos: (a) 7, (b) 13, (c) 6 years' primary education, (d) through public examination (*baccalauréat*) to higher education abroad. ◇ Luxembourg: general secondary school—separate institution for boys (*lycée de garçons*) and girls (*lycée de jeunes filles*); (a) 7 year-course (also 6-year modern course for boys), (b) 12, (c) 6 years' primary education, (d) through examination and supplementary year of study to higher education abroad. ◇ Monaco: general secondary school with primary department (equivalent to *école primaire élémentaire*) attached; (a) 7 in two cycles (4 + 3), (b) 11 for lower cycle and 15 for upper cycle, (c) *certificat d'études primaires* for admission to the 6th class and *brevet d'études du premier cycle* for admission to the 2nd class, (d) through examination to both parts of the *baccalauréat* to higher education abroad, usually in France. ◇ Viet-Nam: (a) 7 in two cycles of 4 and 3 years respectively, (b) 11, (c) 5 years' primary education, (d) lower cycle leads through examination to vocational colleges or teacher training, upper cycle through examination (*baccalauréat*) to all types of higher education.
- matayom saman sukṣa** (Thailand): lower general secondary school; (a) 2, (b) 11, (c) primary school, (d) senior secondary school through competitive examination.
- matayom visaman sukṣa** (Thailand): general secondary school offering a junior and a senior course of 3 years each; (a) 6, (b) 11, (c) 4 years' primary education, (d) terminal or pre-university classes.
- Mädchen-lyzeum** (German Fed. Rep.): general secondary school for girls with course emphasizing subjects of interest to women (home economics, etc.); (a) 6, (b) 11, (c) 6 years' primary education, (d) further specialized study, *gymnasium* (home economics, etc.).

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

mathematisch-naturwissenschaftliches Gymnasium (German Fed. Rep.): a *Gymnasium* with course including two modern languages, optional Latin, and more intensive instruction in mathematics and science, see *gymnasium*.

mellemsskole (Denmark): lower general secondary school of two types: *eksamensfri mellemsskole*: with practical bias, (a) 3 or 4, (b) 11 or 12, (c) 4 years' primary education (d) through supplementary classes (*eksamenskursus*) to higher vocational education, or terminal: *eksamensmellemsskole*: with academic bias, (a) 4, (b) 11 or 12, (c) 4 years' primary education, (d) through examination to *gymnasium* or *realklasse*, or terminal.

menntaskóli (Ireland): upper general secondary school of academic or grammar type; (a) 4, (b) 15, (c) 3 years lower secondary education, (d) through examination (*studentsprof*) to university.

middelbare school (Netherlands New Guinea): general secondary school.

middelbare school voor meisjes (Netherlands): general secondary school of non-academic type for girls, (a) 5, (b) 12-14, (c) 6 years' primary school, (d) school of social work or teacher-training college for secondary school teachers.

middle school: term adopted in several English-using countries, but not followed in this volume for defining purposes since the simpler classification of primary, secondary, higher appears sufficient for practical purposes. Details for countries employing the term are as follows. ◇ India: lower general secondary school, (a) 2-4, (b) 10, (c) primary education, (d) upper secondary education. ◇ Malaya: general secondary school in two cycles (junior and senior) for Chinese pupils; (a) 6 years (3+3), (b) 13, (c) 6 years' primary education, (d) junior cycle to teacher training, senior cycle terminal. ◇ N. Nigeria: lower secondary school with curriculum emphasizing practical subjects; (a) 5 including a preparatory or 'remove' class for transition from primary to secondary studies; (b) 12, (c) 4 years' primary education, (d) vocational training after remove class, general secondary school after second year or teacher training after full course. ◇ Pakistan: lower general secondary school; (a) 2 or 3, (b) 11, (c) 5 years' primary education; (d) general or vocational education at upper secondary level. ◇ Tanganyika: upper primary school with curriculum emphasizing practical subjects; (a) 4, (b) 11, (c) 4 years' primary education, (d) upper secondary school. See also *rural middle school*.

middle school: term preferred by two countries to represent in English the following institutions. ◇ Afghanistan: lower cycle of general secondary school; (a) 3, (b) 13, (c) 6 years' primary education, (d) upper cycle (*high school*). ◇ Korea: lower secondary school providing both general education and pre-vocational training, mainly in agriculture; (a) 3, (b) 12, (c) 6 years' primary education, (d) upper general or vocational secondary education, or teacher training.

midskóli (Iceland): first three classes of lower general secondary school; (a) 3, (b) 13, (c) 6 years' primary education, (d) through examination to upper secondary school or vocational secondary school.

Mittelschule (German Fed. Rep.): general secondary school with practical bias; (a) 6, (b) 10, (c) 4 years' primary education, (d) specialized vocational training at *Fachschule*.

MULO-school (*meer uitgebreid lager onderwijs*) (Surinam): lower secondary school with two courses, general and commercial; (a) 4, (b) 12, (c) 6 years' primary education, (d) further general or vocational education.

multilateral school (England and Wales): see *bilateral school*.

mutawassitah: lower general secondary school. ◇ Iraq: (a) 3, (b) 13, (c) 6 years' primary education, (d) through public examination to vocational or further general education.

◇ Syria: (a) 4, (b) 11, (c) 5 years' primary education, (d) through public examination to upper secondary education.

national secondary school (Malaya): new type of general secondary school complementary to national primary school; (a) 6, (b) 13, (c) 6 years' primary education, (d) through examination to higher education.

nepolmaja srednaja škola (U.S.S.R.): literally, incomplete secondary school, a school with a course equivalent to primary and lower general secondary schooling; (a) 7, (b) 7, (c) family or pre-primary school, (d) further general or vocational secondary education.

neusprachliches Gymnasium (German Fed. Rep.): a *Gymnasium* with course including Latin and two modern languages; see *Gymnasium*.

niša gimnazija (Yugoslavia): lower cycle of *klasična gimnazija*. *Oberrealschule* (German Fed. Rep.): equivalent of a *mathematisch-naturwissenschaftliches Gymnasium*.

Oberschule (German Dem. Rep.): general secondary school of three types: Class A (modern languages), Class B (mathematics and natural science), Class C (classical languages); (a) 4, (b) 15, (c) 8 years' primary education, (d) higher education.

Oberstufe: see Section II.

obštubrazovatelna gimnazija (Bulgaria): general secondary school; (a) 4, (b) 14, (c) 7 years' primary schooling, (d) through examination to higher education.

oppikoulu (Finland): general secondary school; (a) 8, (b) 11, (c) 4 years' primary education, (d) through examination to higher education.

ortaokul (Turkey): lower secondary school with curriculum including both general and vocational subjects; (a) 3, (b) 12, (c) 5 years' primary education, (d) general or vocational education at upper secondary level.

osmoletka (Yugoslavia): school with four primary and four lower secondary classes, covering the period of compulsory education; (a) 8, (b) 7, (c) pre-primary school, (d) from primary cycle to certain types of vocational education, from full course through examination to all types of general and vocational schools.

plan básico (El Salvador): basic secondary course forming the lower cycle of studies in general and vocational secondary schools; (a) 3, (b) 13, (c) 6 years' primary education, (d) specialized studies at upper secondary level.

polnaja srednaja škola (U.S.S.R.): literally, complete secondary school, a school with a course equivalent to primary and general secondary schooling; (a) 10, (b) 7, (c) family or pre-primary school, (d) through examination to higher education.

post-primary classes (Malaya): lower general secondary classes attached to *Indian primary school*; (a) 2, (b) 13, (c) 6 years' primary education, (d) terminal.

provincial secondary school (Tanganyika): incomplete general secondary school, (a) 4, (b) 13, (c) 6 years' schooling, (d) further secondary studies at *senior secondary school*.

praeliminae-skole (Denmark): lower general secondary school with practical bias; (a) 5, (b) 11, (c) 4 years' primary education, (d) through examination to teacher training or various institutions of higher education, mainly vocational.

praktische Oberstufe: see Section II.

progimnazija: see Section II.

Realgymnasium: ◇ Austria: general secondary school with obligatory study of Latin and one modern language; (a) 8, (b) 11, (c) 4 years' primary education and entrance examination, (d) higher education (Note: pupils may enter after 8 years' primary schooling and take the 4-year upper course).

◇ German Fed. Rep.: equivalent of a *neusprachliches Gymnasium*.

realklasse (Denmark): upper general secondary school preparing for careers in commerce, civil service etc.; (a) 1, (b) 15, (c) 4 years' lower general secondary education, (d) through examination to teacher training or various institutions of higher vocational education.

Realschule: ◇ Austria: general secondary school with obligatory study of two modern languages; (a) 8, (b) 11, (c) 4 years' primary education and entrance examination, (d) higher education (Note: pupils may enter after 8 years' primary schooling and take the 4-year upper course). ◇ German Fed. Rep.: equivalent to *Mittelschule*. ◇ Liechtenstein: lower general secondary school; (a) 3, (b) 12, (c) 6 years' primary education, (d) terminal.

realskola (Sweden): state lower general secondary school; either (a) 5, (b) 11, (c) 4 years' primary education, or (a) 4, (b) 13, (c) 6 years' primary education, and in both cases, (d) through examination to general or vocational education at upper secondary level, or teacher training.

realskole (Norway): general secondary school with course including practical subjects and modern languages; (a) 3, (b) 14, (c) 7 years' primary education, (d) through examination (*realskoleksamnen*) to general or vocational education at upper secondary level (Note: in rural districts the *realskole* sometimes consists of two classes based on the continuation school [1 year post-primary]).

rural middle school (Zanzibar): lower general secondary school providing course with an agricultural bias; (a) 2, (b) 13, (c) 6 years' primary education; (d) through examination to upper secondary education or teacher training.

science extension (Mauritius): upper secondary course in science preparing for university studies in engineering, medicine, dentistry, pharmacy, etc.; (a) 3, (b) 18, (c) 6 years' general secondary education, (d) through examination to higher education abroad.

scuola di discipline islamiche (Italian Somaliland): specialized secondary school of Islamic studies; (a) 4, (b) 11, (c) 6 years' primary education, (d) terminal.

scuola media (Italy): lower general secondary school; (a) 3, (b) 11, (c) 5 years' primary education, (d) through examination to general or vocational education at upper secondary level.

scuola media inferiore (Italian Somaliland): lower general secondary school, (a) 3, (b) 11, (c) 5 years' primary education, (d) terminal but possibility of further education.

scuola media superiore (projected) (Italian Somaliland): upper general secondary school; (a) 4, (b) 14, (c) 3 years' lower secondary education, (d) terminal.

scuola media unica (San Marino): lower general secondary school; (a) 3, (b) 11, (c) 4 or 5 years' primary education, (d) through examination (*esame di liceo*) to upper general secondary school.

secondary course (N. Rhodesia): general secondary school usually existing as a section of a *full-range primary and secondary school*; (a) 4, (b) 14, (c) 7 years' primary education, (d) vocational training or through examination to higher education overseas.

secondary evening school (Israel): evening school providing general secondary education; (a) 4, (b) —, (c) education equivalent to 8-year primary course, (d) through examination to higher education.

secondary grammar school: general secondary school offering an academic course and preparing for university. ◇ England and Wales, (a) 7, (b) 12, (c) 7 years' primary education, (d) all types of higher education. ◇ Gold Coast, (a) 6, (b) 14, (c) 8 years' primary education, (d) through examination to higher education. ◇ Mauritius, (1) 7, (b) 12, (c) 7 years' primary education, (d) through examination to higher education abroad. See also *grammar school*.

secondary intermediate school (N. Ireland): lower general secondary school with pre-vocational bias; (a) 4, (b) 11, (c) 6 years' primary education, (d) technical and agricultural colleges.

secondary modern school (England and Wales) general secondary school with curriculum offering a wide range of practical, non-academic subjects; (a) 4, (b) 12, (c) 7 years' primary education, (d) general or vocational education at an establishment of further education.

secondary school: an institution providing the second stage of education covering approximately the period of adolescence; pupils learn to use independently the tools of learning they have previously mastered and the curriculum is differentiated in varying degrees to suit the needs and interests of pupils; the courses may be terminal or preparatory to further or higher education. Adopted in this volume as a generic term for defining and translating purposes (cf. *primary school*). A number of English-using countries employ the term, details of national definition being as follows. ◇ Australia and Union of S. Africa, see *high school* synonymous and preferred. ◇ Fiji: (a) up to 7, (b) 11, (c) 5 years' primary education. ◇ Rep. of Ireland: (a) 6, (b) 12, (c) 6 years' primary education. ◇ Kenya, African system: (a) 4, (b) 15, (c) 8 years' primary education; Arab system: (a) 3, (b) 14, (c) 7 years' primary education, Asian and European systems: (a) 6, (4 + 2), (b) 14, (c) 7 years' primary education. ◇ Malaya: general secondary school with English as medium of instruction; (a) 5, (b) 14, (c) 7 years' primary education. ◇ Nigeria: (a) 6, (b) 13-14, (c) 7 years' primary (in south) or 2 years' middle education (in north). ◇ Papua-New Guinea: upper secondary school with practical bias; (a) 2, (b) 17, (c) 11 years' primary and lower secondary schooling. ◇ S. Rhodesia, African system: (a) 4, (b) 13, (c) 8 years' primary education; European system: with academic courses, (a) 4 to 6, or general courses, (a) 3, both having (b) 12-13, (c) 7 years' primary education. ◇ Uganda: (a) 6 (3+3), (b) 12 with possible entry at 15 from junior secondary school, (c) 6 years' primary education. ◇ Zanzibar: (a) 6 (2+4), (b) 13, (c) 6 years' primary education.

secondary school: term used in this volume for institutions in the following countries. ◇ Afghanistan: general secondary school with separate institutions for boys and girls; (a) 6, in two cycles: middle school (3 years) and high school (3 years), (b) 13, (c) 6 years' primary education, (d) through examination to higher education. ◇ Israel: general secondary school, sometimes with primary classes attached; (a) 4, (b) 14, (c) 8 years' primary education, (d) through examination to higher education. ◇ Korea: upper secondary school providing both general and vocational education; (a) 3, (b) 15, (c) 3 years' middle education, (d) higher education.

sekolah menengah atas (Indonesia): upper general secondary school; (a) 3, (b) 15, (c) 3 years' lower general secondary education, (d) higher education.

sekolah menengah pertama (Indonesia): lower general secondary school; (a) 3, (b) 12, (c) 6 years' primary education, (d) through examination to general or vocational education at upper secondary level.

Sekundarschule (Switzerland—Zürich): lower general secondary school; (a) 2 or 3, (b) 12, (c) 6 years' primary education, (d) upper general secondary education, teacher training or vocational education.

senior basic school (India): craft-centred experimental upper primary school; (a) 3, (b) 12-12, (c) junior basic school, (d) terminal.

senior high school (Canada and U.S.A.): upper general secondary school; (a) 3, (b) 15, (c) 3 years' lower secondary education, (d) higher education.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

senior secondary school. ◇ Ceylon: general secondary school not preparing for university: (a) 5, (b) 11, (c) 6 years' primary education, (d) through examination (Government Senior School Certificate) to teacher training or university entrance classes at collegiate school. ◇ N. Rhodesia: upper general secondary school; (a) 2 years plus additional $\frac{1}{2}$ year for pupils taking Cambridge School Certificate examination, (b) 18, (c) 2 years' lower secondary education, (d) through examination to teacher training or vocational training in the territory, or to higher education abroad. ◇ Scotland: general secondary school leading to university entrance but including a number of non-academic courses; (a) 5, (b) 13, (c) 7 years' primary education, (d) through examination to higher education or teacher training. ◇ Tanganyika: complete general secondary school; old type (a) 6, (b) 13, (c) 6 years' primary school, (d) through examination to higher education abroad; new type: (a) 4, (b) 15, (c) 4 years' middle school, (d) as above.

škola rabočej i krestjanskoj moloděži (U.S.S.R.): part-time secondary school for young peasants and workers; (a) up to 6, (b) —, (c) minimum of four years' primary education, (d) through examination to higher education.

szkola 11to letnia (Poland): 11-year school with full primary (*stopień podstawowy*) and general secondary courses (*stopień licealny*); (a) 11, (b) 7, (c) pre-primary school, (d) through examination to higher education.

szkola zbiorcza: see Section II.

taḥfīz al-Kur'ān (Egypt): Koranic school; (a) 4, (b) 8, (c) 2 years' primary education, (d) through public examination to all types of secondary education.

thānawīyah: general secondary school. ◇ Egypt: with programme in three cycles: a 2-year preparatory course (*i'dādi*) (C1), leading through a public examination to a 2-year general course (*thakāfah*) (C2), which in its turn leads through a public examination to a 1-year course of specialization (*tawjīh*) (C3), at which stage the pupil can choose between mathematics (*riyāḍah*) (C4), science (*'ulūm*) (C5) or literature (*ādāb*) (C6); (a) 5 in 3 cycles (2 + 2 + 1), (b) 13, (c) 6 years' primary education, (d) through public examination to higher education. ◇ Lebanon: (a) 7, (b) 11, (c) 5 years' primary education, (d) through public examination to institutions of higher education or second cycle of teacher-training school. ◇ Saudi Arabia: (a) 6, (b) 13, (c) 6 years' primary education, (d) through public examination to higher education abroad.

thānawīyah mutawassitah (Jordan): lower general secondary school; (a) 2, (b) 14, (c) 7 years' primary education, (d) vocational training (agriculture) or upper secondary education.

thānawīyah tammah (Jordan): general secondary school with two streams, literature and science; (a) 4, (b) 14, (c) 7 years' primary education, (d) through external examination to teacher training in Jordan or to higher education abroad.

thānawīyat al-Azhar (Egypt): upper general secondary school forming part of the educational establishment of the Al-Azhar mosque; (a) 5, (b) 17, (c) 4 years' lower secondary education at Al-Azhar, (d) through public examination to higher education mainly at Al-Azhar faculties.

triem-udom sūksa (Thailand): upper general secondary course oriented to university entrance and divided into two streams, arts and science; (a) 2, (b) 17, (c) 6 years' secondary, (d) university. See also *matayom wisaman sūksa*.

uitgebroid lager onderwijs (u.l.o. of m.u.l.o.) (Netherlands): general lower secondary school; (a) 3 or 4, (b) 12-14, (c) elementary school, (d) terminal or secondary vocational education.

unglingaskóli (Iceland): lower general secondary school, (a) 2, (b) 13, (c) 6 years' primary education, (d) through examination (*unglingapróf*) to upper general or vocational secondary education.

upper school (N. Rhodesia): upper section of primary school; (a) 2, (b) 13, (c) 6 years' primary education, (d) through examination to secondary school teacher training or vocational education.

verknamsdeild (Iceland): see *gagnfraedaskóli*.

village higher school: see Section II.

visā gimnazija (Yugoslavia): upper cycle of *klasična gimnazija*.

voortgezet gewoon lager onderwijs (Netherlands): upper 2 years of 8-year primary school with practical bias; sometimes a separate institution; (a) 2, (b) 12-14, (c) 6 years' primary education, (d) terminal.

wissenschaftliche Oberstufe (German Fed. Rep.): general secondary school (Bremen, Hamburg, West Berlin) corresponding to *Gymnasium*; (a) 7, (b) 12, (c) 6 years' primary education, (d) through examination to higher education.

Zehnklassenschule (German Dem. Rep.): extended school giving general course of study more complete than the *Grundschule*; (a) 10, (b) 7, (c) family or pre-primary school, (d) general or vocational secondary education.

Section IV

VOCATIONAL SCHOOL TERMS

academia de bellas artes (Guatemala): vocational training school of fine arts; (a) 5 +, (b) 13, (c) 6 years' primary education, (d) terminal.

académie royale des beaux-arts (Belgium): vocational training school of fine arts; (a) up to 7, (b) 14, (c) 3 years' lower secondary education, (d) terminal.

agricultural college: vocational training school of agriculture. ◇ Mauritius: (a) 2, (b) 19, (c) 7 years' general secondary education; (d) through examination to specialized higher education (agriculture, forestry, veterinary science, etc.) abroad. ◇ Union of S. Africa: with courses at upper secondary and post-secondary level; (a) 2, (b) 16 or 18, (c) 3 or 5 years' secondary education, (d) terminal.

agricultural course (Malaya): vocational training school of agri-

culture for Malays; (a) 1, (b) 13, (c) 6 years' primary education, (d) terminal.

agricultural school (Rep. of Ireland): vocational training school of agriculture; (a) two 1-year courses, lower and higher, (b) 17, (c) minimum 8 years' general education, (d) terminal.

agricultural school: term used in this volume to denote a vocational secondary school of agriculture. ◇ Afghanistan: (a) 6, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Israel, organized either as a separate institution or as classes attached to primary schools; (a) 4, (b) 14, (c) 8 years' primary education, (d) terminal.

akademi seri rupa Indonesia (Indonesia): vocational training school of arts; (a) up to 6, (b) 15, (c) 3 years' secondary education, (d) terminal.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- algemene landbouw- of tuinbouwschool* (Netherlands): vocational secondary school of agriculture or horticulture for property administrators and managers; sometimes specialized on one subject (e.g. dairying) then known as *landbouwwakhschool*: (a) 3-4, (b) 15-18, (c) elementary or advanced school, (d) terminal.
- almennsdeild*: see *verzlunarskóli*.
- ammattikoulu* (Finland): vocational training school for trades and industrial occupations; (a) 3, (b) 14, (c) 7 years' primary education, (d) terminal.
- anstalt för lägre yrkesutbildning* (Sweden): lower vocational training school of home economics (*hushållsarbete*), commerce (*handel*), and industry and trades (*industri och hantverk*); (a) home economics and commerce 1-year courses, industry and trade 2-4 years, (b) 15, (c) 8 years' primary education, (d) terminal.
- apprentice training* (Rep. of Ireland): part-time trade training school; (a) up to 4, (b) 17, (c) minimum 8 years' general education, (d) certain faculties at university.
- art and craft school* (Pakistan): equivalent to an *industrial school*.
- art school*: term used in this volume to denote a vocational secondary school of art in Afghanistan: (a) 6, (b) 13, (c) 6 years' primary education, (d) terminal.
- atelier d'apprentissage* (Belgian Congo): vocational training school for boys giving workshop instruction in crafts and trades; (a) 2, (b) 11, (c) 5 years' primary education (2 years lower primary + 3 years pre-vocational upper primary school), (d) terminal.
- atelier-école*: ◇ Laos: vocational training school with accelerated course for training skilled artisans; (a) 1, (b) —, (c) minimum 4 years' primary education, (d) terminal. ◇ Viet-Nam: vocational training school (workshop training), (a) 2, (b) —, (c) minimum 5 years' primary education, (d) terminal.
- avondniverheidsschool* (Netherlands): part-time vocational training school for boys; (a) 2-5, (b) 12-16, (c) primary education, (d) after third year through preparatory year in *lagere technische dagschool*, to navigation, naval and aircraft mechanics school or to secondary technical school.
- bedrijfschool* (Netherlands): vocational training school usually attached to factory.
- Berufsfachschule* (German Fed. Rep.): full-time vocational secondary school; (a) 1-3, (b) 14, (c) 8 years' primary education at *Volksschule*, (d) possibility of further vocational education at *Fachschule*.
- Berufsschule*: ◇ German Fed. Rep.: part-time vocational secondary school (agriculture, industry, trade, home economics) offering 6-12 hours per week of compulsory schooling for pupils aged 14-18 not attending some other type of school. ◇ German Dem. Rep.: vocational training school; (a) 3, (b) 15, (c) 8 years' primary education, (d) terminal.
- Berufsschule für Lehrlinge* (Austria): part-time vocational training school providing 8-10 hours per week of compulsory supplementary schooling for apprentices in trades and commerce; (a) 3, (b) 15, (c) upper primary or lower secondary school (8 years' schooling), (d) terminal.
- bestuurschool* (Netherlands New Guinea): administration school.
- bunadarskóli* (Iceland): part-time vocational secondary school; (a) 2, (b) 14 +, (c) two years' lower secondary education, (d) terminal.
- census training school* (Liberia): specialized vocational training school for statisticians; (a) [1], (b) [19], (c) [4 years' secondary education], (d) specialized education at higher level.
- central school* (Papua-New Guinea): lower secondary school (classified by the Administration as primary with vocational bias; (a) 3, (b) 13, (c) 7 years' primary education, (d) further secondary education.
- centre d'apprentissage* (France): vocational training school for apprentices; (a) 3, (b) 14, (c) 8 years' primary education, (d) terminal.
- centre d'enseignement professionnel* (Luxembourg): part-time vocational training school providing theoretical training for apprentices; (a) 3, (b) 14, (c) 8 years' primary education, (d) terminal.
- centro tecnológico* (Cuba): vocational training school of trades and industries, intended for orphans and poor children; (a) 3, (b) 15, (c) 9 years' primary education, (d) possibility of passing through a 4th year of study at *escuela de artes y oficios* to faculties of engineering and architecture.
- centros de enseñanza media y profesional* (Spain): State or private vocational secondary schools falling into four main types: agricultural and pastoral, industrial and mining, navigation and fishery, home economics, (a) 5, (b) 11, (c) 4 years' primary education, (d) through examination (*bachillerato de la enseñanza media y profesional*) to upper classes at *instituto* or *colegio*.
- chang kon* (Thailand): vocational secondary school of engineering with courses at upper secondary and post-secondary level; (a) 6 (3 + 3), (b) 14, (c) 3 years' secondary education, (d) specialized education at higher level.
- chang korsang* (Thailand): vocational secondary school of building construction with courses at upper secondary and post-secondary level; (a) 6 in two cycles (3+3), (b) 14, (c) 3 years' secondary education, (d) specialized education at higher level.
- clerks' school* (Afghanistan): vocational secondary school for office workers; (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal.
- colegio de artes y industrias* (Ecuador): vocational training school of commerce and industry; (a) 5, (b) 12, (c) 6 years' primary education, (d) terminal.
- colegio militar* (Peru): vocational secondary school of military studies; (a) 5, (b) 12, (c) 5 years' primary education, (d) further training at *instituto militar*.
- colegio técnico* (Ecuador): vocational secondary school preparing for agriculture, commerce or industry; (a) 6, (b) 12, (c) 6 years' primary education, (d) through examination (*bachillerato*) to higher education.
- collège technique* (France): vocational secondary school; (a) 5 or 7 depending on (c), (b) 11 or 13, (c) 7 or 5 years' primary education, (d) through public examination (*baccalauréat*) to higher education.
- collegio professionale agrario* (Italian Somaliland): vocational training school of agriculture; (a) 3, (b) 12, (c) 5 years' primary education, (d) terminal.
- commercial school* (Afghanistan): vocational secondary school of commerce; (a) 6, (b) 13, (c) 6 years' primary education, (d) through examination to professional education at higher level.
- conservatoire royal de musique* (Belgium): vocational training school of music; (a) normally up to 9, (b) 14, (c) 3 years' lower secondary education, (d) terminal.
- conservatório* (Portugal): vocational training school of fine arts or music; (a) 9, (b) 11, (c) 4 years' primary education, (d) terminal.
- conservatorio de música* (Ecuador): vocational training school of music; (a) 7, (b) 12, (c) 6 years' primary education, (d) terminal.
- conservatorio di musica e liceo musicale* (Italy): vocational training school of music; (a) 10, (b) 10, (c) minimum of 4 years' primary education, (d) terminal.
- Conservatorio nacional de música* (El Salvador): vocational training school of music; (a) up to 7, (b) —, (c) —, (d) terminal.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- Conservatorio nacional de musica y arte escénico* (Argentina): vocational training school of music and dramatic art; (a) varies, (b) from 12, (c) minimum of 6 years' primary education, (d) terminal.
- Conservatorio nacional de música y declamación* (Dominican Rep.): vocational training school of music and dramatic art; (a) 8, (b) 12, (c) 6 years' primary education, (d) terminal.
- continuation school* (Rep. of Ireland): vocational secondary school with technical, rural, commercial or domestic science courses; (a) 2-3, (b) 14, (c) 8 years' general education, (d) further vocational training as apprentices or (for girls) at school of domestic science.
- corsi di economia domestica* (Switzerland—Ticino): vocational training school of home economics; (a) 2, (b) 16, (c) 8 years' primary education + 1 year preparatory class, (d) terminal.
- corsi di tirocinio agricolo* (Switzerland—Ticino): vocational training school of agriculture; (a) 2, (b) 16, (c) 8 years' primary education + 1 year preparatory class, (d) terminal.
- corsi per apprendisti di commercio* (Switzerland—Ticino): vocational training school of commerce; (a) 3, (b) 16, (c) 8 years' primary education + 1 year preparatory class, (d) terminal.
- corso annuale* (Italy): one year of vocational training; (a) 1, (b) 11, (c) 5 years' primary education, (d) terminal.
- corso biennale* (Italy): two-year course of vocational training; (a) 2, (b) 11, (c) 5 years' primary education, (d) terminal.
- corso per assistenti sanitari sociali* (Italian Somaliland): vocational training school for social welfare workers; (a) 1, (b) 20, (c) *scuola per infermieri*, (d) *scuola sanitaria inferiore*.
- corso per tecnici di laboratorio* (Italian Somaliland): vocational training school for laboratory technicians; (a) 1, (b) 20, (c) *scuola per infermieri*, (d) *scuola sanitaria inferiore*.
- cours commerciaux* (Monaco): vocational training school of commerce; (a) 2, (b) 15, (c) 4 years' lower secondary studies, (d) terminal.
- cours professionnels d'apprentissage* (Switzerland—Neuchâtel): part-time vocational training schools for apprentices; (a) 3½, (b) 15, (c) 9 years' previous schooling, (d) terminal.
- cours techniques supérieurs* (Luxembourg): upper vocational secondary school for technical studies; (a) 3, (b) 17, (c) minimum 3 years' lower vocational training school, (d) higher technical education abroad.
- curso de aperfeiçoamento*: see *escola prática de agricultura*.
- curso de mestria agrícola*: equivalent to *escola de iniciação agrícola*.
- dabirestān-e fanni* (Iran): vocational training school for girls with general subjects and practical training in home economics; (a) 2, (b) 16, (c) 3 years' secondary education, (d) terminal.
- dental nurses' school* (New Zealand): vocational training school for staff in State dental clinics for school children; (a) 2, (b) 17, (c) minimum of 3 years' secondary education, (d) terminal.
- dirāsah ibtidā'iyah tijāriyah* (Egypt): vocational training school of commerce; (a) 3, (b) 13, (c) primary school leaving certificate or entrance examination provided pupil is over 12 years of age, (d) terminal.
- dirāsah takmilīyah nisawīyah* (Egypt): vocational training school of home economics; (a) 2, (b) 13, (c) primary school leaving certificate or entrance examination provided pupil is over 12 years of age, (d) terminal.
- dirāsah takmilīyah sinā'iyah* (Egypt): vocational training for industry; (a) 3, (b) 13, (c) minimum of 4 years' primary education and entrance examination, or primary school leaving certificate, (d) terminal.
- dirāsah takmilīyah zirā'iyah* (Egypt): vocational training school of agriculture; (a) 3, (b) 13, (c) primary school leaving certificate or entrance examination provided pupil is over 12 years of age, (d) terminal.
- domestic arts school* (Liberia): vocational training school of home economics for adults; (a) 2, (b) —, (c) —, (d) terminal.
- dopolnitelni praktičeski promišleno-sanajacijski učilista* (Bulgaria): vocational training schools for trades, arts and crafts, and industrial occupations; (a) 3, (b) 14, (c) 7 years' primary education, (d) terminal.
- école, académie et conservatoire de musique* (Belgium): vocational training schools of music receiving pupils from the age of 8.
- école agricole* (Luxembourg): vocational training school of agriculture and rural home economics; (a) 2, (b) 13, (c) 7 years' primary education, (d) further specialized training at special courses (*cours spéciaux*).
- école d'accouchement* (Luxembourg): vocational training school of midwifery; (a) 2, (b) 16, (c) minimum 7 years' primary education, (d) terminal.
- école d'agriculture* (Switzerland—Neuchâtel): vocational training school of agriculture; (a) 2, (b) 15, (c) 4-year *section classique* or 2-year *section moderne* of lower general secondary school, (d) further specialized training at the Federal Polytechnic, Zürich.
- école d'artisans* (Luxembourg): lower vocational secondary school for technical studies; (a) 3, (b) 14, (c) 8 years' primary education, (d) further technical training at *cours techniques supérieurs*.
- école d'arts et métiers* (Canada): vocational training school for various trades; (a) 2, (b) 13, (c) 7 years' primary education, (d) terminal.
- école d'auxiliaires* (Belgian Congo): vocational training school for boys, preparing for lower clerical posts in civil administration, industry and commerce; (a) 2, (b) 11, (c) 5 years' primary education, (d) terminal.
- école de commerce* (Switzerland—Neuchâtel): vocational secondary school of commerce offering: (i) a course leading to the *diplôme de maturité*: (a) 3½, (b) 15, (c) 4-year *section classique* or 2-year *section moderne* of lower general secondary school, (d) through examination to specialized study at university level, (ii) a certificate course: (a) 2½, (b) 15, (c) as for diploma course, (d) terminal.
- école de marine* (Canada): vocational training school of navigation and marine engineering; (a) 2 (navigation) or 3 (engineering), (b) 16, (c) 3 years' secondary education, (d) terminal.
- école d'enseignement moyen agricole* (France): vocational secondary school of agriculture; (a) 4, (b) 14, (c) 8 years' primary education, (d) through examination to higher education.
- école de papeterie* (Canada): vocational training school for the paper-making industry; (a) 3, (b) 16, (c) 3 years' secondary education, (d) terminal.
- école des arts graphiques* (Canada): vocational training school of printing, book manufacture and related trades; (a) 4, (b) 18, (c) 5 years' secondary education, (d) higher vocational education.
- école des beaux-arts* (Canada): vocational training school of fine arts; (a) 4 + 1 year course for art teachers, (b) 16, (c) minimum 2 years' secondary education, (d) higher vocational education.
- école des mines* (Luxembourg): vocational training school of mining; (a) 4 (2 years preparatory + 2), (b) 14, (c) 8 years' primary education, (d) terminal.
- école des textiles* (Canada): vocational training school for technicians in the textile industry; (a) 4, (b) 18, (c) 5 years' secondary education, (d) higher vocational education. [Offers also a 4-year course based on 2 years of secondary education.]
- école de travaux féminins* (Switzerland—Neuchâtel): vocational training school of home economics; (a) 3, (b) 15, (c) 4-year *section classique* or 2-year *section moderne* of lower general secondary school, (d) terminal.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- école d'infirmières* (Canada): vocational training school of nursing; (a) 3, (b) 18, (c) 4 years' secondary education, (d) terminal.
- école du meuble* (Canada): vocational training school of furniture making and interior decoration; (a) 4, (b) 18, (c) minimum of 5 years' secondary education, (d) higher vocational education. [Offers also a 2-year course based on 2 years' secondary education.]
- école forestière* (Canada): vocational training school of forestry; (a) 2, (b) 14, (c) 1 year of secondary education, (d) terminal.
- école ménagère (agricole)* (Luxembourg): vocational training school of rural home economics; (a) 3, (b) 13, (c) 7 years' primary education, (d) terminal.
- école ménagère péripriétaire* (Belgian Congo): vocational training school of home economics at primary level for over-age pupils with courses adapted to needs of native community; (a) 3, (b) —, (c) 2 years' primary education, (d) terminal.
- école ménagère post-primaire* (Belgian Congo): vocational training school of home economics at post-primary level with course adapted to needs of native community; (a) 3, (b) 12, (c) 5 years' primary education, (d) terminal.
- école militaire* (Laos): vocational training school (army); (a) 1, (b) 17, (c) 6 years' primary education, (d) terminal.
- école moyenne* (Belgian Congo): lower vocational secondary school preparing for clerical posts; (a) 4, (b) 12, (c) 6 years' primary education, (d) terminal.
- école moyenne d'agriculture* (Canada): vocational training school of agriculture; (a) 2, (b) 13, (c) 7 years' primary education, (d) terminal.
- école moyenne familiale* (Canada): vocational training school of home economics; (a) 2, (b) 13, (c) 7 years' primary education, (d) terminal.
- école moyenne ménagère* (Belgian Congo): lower vocational secondary school of home economics and women's occupations; (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal.
- école municipale de beaux-arts (... de musique)* (France): municipal vocational training schools of fine arts or music; (a) 3, (b) 14, (c) 8 years' primary education, (d) further study at national school (*école nationale de beaux-arts ... de musique*).
- école nationale d'artisanat* (Viet-Nam): vocational training school of arts and crafts; (a) 3, (b) 15, (c) minimum 5 years' primary education, (d) terminal.
- école nationale de beaux-arts (... de musique)* (France): State vocational training schools of fine arts or music; (a) 3, (b) 17, (c) 3 years' training at *école municipale*, (d) artistic or musical training at specialized institutions of higher education.
- École pratique d'administration* (Laos): vocational training school for government office employees; (a) 1, (b) 13, (c) 6 years' primary education, (d) terminal.
- école professionnelle*: ◇ Belgian Congo: vocational training school for boys with courses at three levels providing supplementary training to courses at *école technique*; the lower course training qualified workmen, the middle course foremen and the upper course technicians, with provision for specialized teacher training at middle and upper levels; (a) each course 2 years, (b) 15, 17, 19 years, (c) respectively 2, 4 and 6 years at *école technique*, (d) each course terminal. ◇ Luxembourg: full-time vocational training school, (a) 3, (b) 14, (c) 8 years' primary education, (d) terminal.
- école secondaire spéciale* (Belgian Congo): vocational secondary school for boys with lower cycle of core subjects and upper cycle of specialization, (a) 6 in two cycles (3+3), (b) 12, (c) 6 years' primary education, (d) terminal.
- école technique*: ◇ Canada: vocational training school preparing for a wide range of trades and industries; (a) 4, (b) 15, (c) 2 years' secondary education, (d) terminal. ◇ Belgian Congo: pre-vocational secondary school of technical training in three cycles leading to a corresponding finishing course at *école professionnelle*; (a) 6 in three cycles (2+2+2), (b) 12, (c) 6 years' primary school, (d) technical training at higher level.
- école technique industrielle* (Viet-Nam): vocational training school (technical) (a) 3, (b) 15, (c) minimum 5 years' primary education, (d) terminal.
- école technique secondaire* (Belgium): vocational secondary or vocational training school, specialized for industry, trade, commerce, agriculture, home economics, arts and crafts, etc.; (a) usually 3-year course at lower level (*degré inférieur*) which may lead to a further course, again usually 3 years, at upper level (*degré supérieur*); (b) 12, (c) 6 years' primary education, (d) from upper level to higher technical studies or teacher training at *école normale technique*.
- ekonomski tehnikum* (Yugoslavia): vocational secondary school of commerce; (a) 4, (b) 15, (c) 4 years' general secondary education, (d) higher education at faculty of economics.
- elementaer teknisk skole* (Norway): full-time vocational secondary school for industrial employees who have completed apprenticeship; (a) 1, (b) 17, (c) 7 years' primary education + 1 year at continuation school, (d) terminal.
- emporiki scholi* (Greece): vocational training school of commerce; (a) 6, (b) 12, (c) 6 years' primary education, (d) through examination to schools of economics and industry.
- enseñanza vocacional* (Guatemala): vocational training schools of various kinds: *escuela nacional de artes y oficios femeniles* (national training school for girls); *escuela nacional de ciencias comerciales* (national school of commerce); *escuela nacional de educación física* (national school of physical education); *escuela nacional de hilados y tejidos regionales* (national school for textile workers), etc.; (a) 2-5, (b) 13 +, (c) 6 years' primary education, (d) terminal.
- escola agrotécnica* (Brazil): upper vocational secondary school of agriculture; (a) 3, (b) 16, (c) 4 years at *escola de iniciação agrícola*, (d) through leaving examination and additional entrance examination to specialized education at higher level.
- escola artesanal* (Brazil): vocational training school; (a) 3, (b) 10, (c) 3 years' primary education, (d) terminal but possibility of further vocational training at *escola industrial* (SENAI) or *escola comercial* (SENAC).
- escola comercial*: vocational secondary school of commerce. ◇ Brazil: (a) 7 in lower and upper cycles (4+3), (b) 12, (c) 5 years' primary education, (d) through leaving examination and additional university entrance examination to specialized higher education. ◇ Portugal: (a) 3, (b) 13, (c) 2 years' vocational school, (d) full course is terminal but possibility of entry after second year into a preparatory class (*curso preparatório*) leading to further specialized vocational training at upper secondary level (see *instituto comercial*).
- escola comercial* (SENAC) (Brazil): part-time vocational training courses in commerce organized by the National Service of Commercial Apprenticeship; (a) varies, (b) —, (c) minimum of 3 years' primary education, (d) terminal.
- escola de belas artes* (Brazil): vocational training school of fine arts; (a) 7 in two cycles (4+3), (b) 12, (c) 5 years' primary education, (d) further education at higher level.
- escola de biblioteconomia* (Brazil): upper vocational secondary school of librarianship; (a) 3, (b) 16, (c) 4 years' secondary education, (d) terminal.
- escola de enfermagem*: vocational training school of nursing. ◇ Brazil: (a) 3, (b) 16, (c) 4 years' secondary education, (d) terminal. ◇ Portugal: (a) 3, (b) 18, (c) minimum requirement 2 years' lower secondary schooling, (d) terminal.
- escola de iniciação agrícola* (Brazil): lower vocational secondary school of agriculture; (a) 4, (b) 12, (c) 5 years' primary education, (d) further specialized vocational education at *escola agrotécnica*.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- escola de música* (Brazil): vocational training school of music: (a) 7 in two cycles (4+3), (b) 12, (c) 5 years' primary education, (d) further education at higher level.
- escola de regentes agrícolas* (Portugal): vocational training school for agricultural overseers; (a) 5, (b) 13, (c) 2 years pre-vocational secondary, (d) normally terminal but possibility of entry to further class (*curso preparatório*) leading to specialized vocational education at higher level.
- escola de serviço social* (Brazil): vocational training school for social welfare workers; (a) 3, (b) 16, (c) 4 years' secondary education, (d) terminal.
- escola industrial*: ◇ Brazil: lower vocational secondary school of technical training; (a) 4, (b) 12, (c) 5 years' primary education, (d) further vocational education at *escola técnica*. ◇ Portugal: vocational secondary school of technical studies; (a) 4, (b) 13, (c) 2 years' vocational secondary school, (d) full course is terminal but possibility of entry after second or third year into preparatory class or classes (*curso preparatório*) leading to further specialized vocational education at upper secondary level (see *instituto industrial*).
- escola industrial (SENAI)* (Brazil): part-time vocational training courses in industrial occupation for youths and adults, organized by the National Service of Industrial Apprenticeship: (a) varies, (b) —, (c) minimum of 3 years' primary education, (d) terminal.
- escola náutica* (Portugal): vocational training school for careers at sea; (a) 2, (b) 18, (c) minimum requirement 5 years' general secondary education, (d) terminal.
- escola prática de agricultura* (Portugal): vocational training school of agriculture; (a) 4 + 1 year of further study (*curso de aperfeiçoamento*), (b) 14, (c) minimum requirement 4 years' primary education, (d) terminal.
- escola preparatória* (Portugal): lower vocational school; (a) 2, (b) 11, (c) 4 years primary education, (d) vocational secondary education.
- escola técnica* (Brazil): upper vocational secondary school of technical training; (a) 3, (b) 16, (c) 4 years' *escola industrial*, (d) through leaving examination and additional entrance examination to technical education at higher level.
- escuela agrícola*: vocational training school of agriculture. ◇ Honduras: (a) 4, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Mexico: (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela artesanal* (Venezuela): vocational training school for artisans; (a) 3, (b) 14, (c) 6 years' primary education, (d) terminal or industrial and technical school after second year.
- escuela artística* (Honduras): vocational training school of fine arts or music; (a) 4, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela comercial* (Honduras): vocational secondary school of commerce; (a) 4, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela comercial elemental* (Dominican Rep.): aided vocational secondary school of commerce; (a) 3, (b) 14, (c) 2 years' lower general secondary education, (d) college of chartered accountancy.
- escuela complementaria* (Colombia): vocational secondary school with varied programme of general and vocational subjects; (a) 2 to 4, (b) 12, (c) 5 years' primary education, (d) terminal.
- escuela de agricultura*: ◇ Colombia: vocational training school of agriculture with courses at two levels, general training and specialization respectively; (a) each course two years, (b) 13, (c) rural primary school (4-year course), (d) specialized teacher training. ◇ Ecuador: vocational secondary school of agriculture; (a) 5, (b) 12, (c) 6 years' primary education, (d) further vocational training at university level.
- escuela de agrimensura* (Cuba): vocational secondary school of surveying; (a) 4, (b) 15, (c) 9 years' primary education, (d) faculty of agronomy.
- escuela de artes gráficas*: vocational training school of graphic arts ◇ Dominican Rep.: (a) 5, (b) 14, (c) 2 years' lower general education, (d) terminal. ◇ El Salvador: (a) 4, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela de artes plásticas y artes aplicadas* (Venezuela): vocational training school of plastic and applied arts; (a) 2-5, (b) 13 +, (c) 6 years' primary education, (d) terminal.
- escuela de artes y oficios*: vocational training school of arts and crafts. ◇ Chile: (a) 3, (b) 13, (c) 6 years' primary education, (d) further training at *escuela técnica elemental*. ◇ Colombia: (a) 2, 3 and 4-year courses, (b) —, (c) minimum of 2 years' primary education for 2-year course, 3 for 3-year course, 4 for 4-year course, (d) terminal. ◇ Cuba: with day and evening courses; (a) 4, (b) 15, (c) 9 years' primary education, (d) faculties of engineering and architecture. ◇ Honduras: (a) 4, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ El Salvador: (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Nicaragua: (a) 2 to 5, (b) 12, (c) 6 years' primary education, (d) terminal. ◇ Venezuela: (a) up to 4, (b) 14, (c) 6 years' primary education, (d) terminal.
- escuela de bellas artes*: vocational training school of fine arts. ◇ Ecuador: (a) 6, (b) 12, (c) 6 years' primary education, (d) terminal. ◇ El Salvador: (a) 5, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Mexico: (a) 6, (b) 13, (c) 6 years' primary education, (d) higher specialized education.
- escuela de bellas artes y artes plásticas* (Cuba): vocational training school of fine arts, either lower (*elemental*) or upper (*superior*); (a) up to 6 including 2 years at lower school and 4 at upper school, (b) no age limit, (c) minimum 6 years' primary education, (d) terminal.
- escuela de comercio*: ◇ Cuba: vocational secondary school of commerce; (a) 3, (b) 15, (c) 9 years' primary education, (d) faculty of commerce. ◇ Guatemala: vocational training school in commercial subjects; (a) 5, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Nicaragua: private vocational training school of commerce; (a) 2 to 4, (b) 12, (c) 6 years' primary education, (d) terminal.
- escuela de contabilidad* (El Salvador): vocational secondary school of accountancy; (a) 3, (b) 16, (c) 3 years' secondary education, (d) through examination to faculty of economics.
- escuela de enfermeras* (Dominican Rep.): vocational training school of nursing; (a) 3, (b) 14, (c) 2 years' lower general secondary education, (d) terminal.
- escuela de enfermeras y parteras* (Mexico): vocational training school for nurses and midwives; (a) 6, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela de enfermería* (El Salvador): vocational training school of nursing; (a) 3, (b) 16, (c) 3 years' secondary education, (d) terminal.
- escuela de la milicia* (El Salvador): vocational secondary school for careers in the armed forces; (a) 4, (b) 16, (c) 3 years' secondary education, (d) through examination to Military College.
- escuela del hogar* (Cuba): vocational secondary school of home economics; (a) 3, (b) 15, (c) 9 years' primary education, (d) through examination to faculty of education.
- escuela de música* (Venezuela): vocational training school of music; (a) up to 8, (b) 14, (c) 6 years' primary education, (d) terminal.
- escuela de música y declamación* (Guatemala): vocational training school in music and dramatic art; (a) 3-5, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela de oficinistas* (El Salvador): vocational training school for office workers; (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela de peluquería y maquillaje* (Dominican Rep.): vocational training school of hairdressing and beauty culture.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- escuela de periodismo* (Cuba): vocational secondary school of journalism; (a) 3, (b) 15, (c) 9 years' primary education, (d) terminal.
- escuela de secretariado* (Honduras): vocational training school of secretarial studies; (a) 2, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela de secretariado comercial* (El Salvador): vocational training school for secretarial careers in commerce and industry; (a) 2, (b) 16, (c) 3 years' secondary education, (d) terminal.
- escuela de servicio social* (Venezuela): vocational training school for social welfare workers, (a) 4, (b) 14, (c) 6 years' primary education, (d) terminal.
- escuela de técnica industrial* (El Salvador): vocational training school for trades and industries; (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela de teneduría de libros* (El Salvador): vocational secondary school of book-keeping; (a) 3, (b) 16, (c) 3 years' secondary education, (d) terminal.
- escuela elemental de música* (Dominican Rep.): vocational training school of music; (a) 3, (b) 12, (c) 6 years' primary education, (d) further musical study at conservatory.
- escuela especial* (Mexico): vocational training school of arts and crafts; (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela hotelera* (Dominican Rep.): vocational training school of hotel management; (a) 2, (b) —, (c) minimum of 6 years' primary education, (d) terminal.
- escuela industrial* (Mexico): vocational training school for industrial occupations; (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela industrial de la Nación* (Argentina): vocational training school for arts and crafts, trades and industrial occupations, sometimes with only the *ciclo básico* or lower cycle, leading to certificate of proficiency, sometimes including the *ciclo medio* or middle cycle, leading to certification as skilled worker, and in some cases having the upper *ciclo superior* leading to diploma of qualified technician; (a) 7 in 3 cycles (2+2+3), (b) 12, (c) 6 years' primary education, (d) terminal.
- escuela militar* (Mexico): vocational training school (army); (a) 3, (b) 15, (c) 3 years' secondary education, (d) terminal.
- escuela nacional de agricultura* (Nicaragua): vocational secondary school of agriculture; (a) 3, (b) 15, (c) 6 years' primary education, (d) terminal.
- escuela nacional de artes y oficios* (Dominican Rep.): vocational training school of arts and crafts; (a) 3, (b) 14, (c) 2 years' lower general secondary education, (d) terminal.
- escuela nacional de bellas artes*: vocational training school for fine arts. ◇ Argentina: (a) varies, (b) from 12, (c) 6 years' primary education, (d) terminal. ◇ Dominican Rep.: (a) 3, (b) —, (c) minimum of 6 years' primary education, (d) terminal. ◇ Uruguay: (a) 5, (b) 12, (c) 6 years' primary education, (d) terminal.
- escuela nacional de comercio* (Argentina): vocational secondary school of commerce; (a) 5 in two cycles (3 + 2), (b) 12, (c) 6 years' primary education, (d) specialized higher education and pupils may transfer to other types of secondary school up to end of *ciclo básico*.
- escuela nacional de enfermería* (Nicaragua): vocational training school for nurses; (a) 3, (b) 17, (c) 6 years' primary education, (d) terminal.
- escuela naval* (Mexico): vocational training school (navy); (a) 3, (b) 15, (c) 3 years' secondary education, (d) terminal.
- escuela normal de enfermeras* (Venezuela): vocational training school for nurses; (a) 3, (b) 14, (c) 6 years' primary education, (d) terminal.
- escuela oficial de comercio* (Dominican Rep.): vocational secondary school of commerce; (a) 3, (b) 14, (c) 2 years' lower general secondary education, (d) through public examination to college of chartered accountancy.
- escuela pre-vocacional (tecnológica)* (Mexico): lower vocational secondary school; (a) 3, (b) 12, (c) 6 years' primary education, (d) further vocational education at upper secondary level.
- escuelas profesionales (dependientes de la Universidad del Trabajo)* (Uruguay): vocational training schools of various types (agriculture, arts and crafts, building trades, commerce, mechanical and electrical trades, manual crafts for women, etc.) administered by the *Universidad del Trabajo*, an autonomous body responsible for the co-ordination of vocational education throughout the country; (a) 2-4, (b) variable, (c) minimum of 6 years' primary education, (d) terminal.
- escuela técnica elemental* (Chile): vocational training school with technical courses; (a) 1, (b) 16, (c) 3 years' course at *escuela de artes y oficios* or courses at evening school for adults, (d) terminal.
- escuela técnica femenina* (Chile): vocational secondary school for girls; (a) 5, (b) 13, (c) 6 years' primary education, (d) possibility of teacher training at *instituto pedagógico técnico*.
- escuela técnica industrial*: ◇ Cuba: vocational training school of trades and industries with boarding establishment; (a) 3, (b) 15, (c) 9 years' primary education, (d) possibility of passing through a fourth year of study at *escuela de artes y oficios* to faculties of engineering and architecture. ◇ Venezuela: vocational training school for mechanics, electricians, plumbers, cabinet makers, etc.; (a) 3-4, (b) 14, (c) 6 years' primary education, (d) terminal.
- escuela textil* (Honduras): vocational training school of textile crafts; (a) 4, (b) 13, (c) 6 years' primary education, (d) terminal.
- escuela vocacional* (Mexico): upper vocational secondary school; (a) 2, (b) 15, (c) 3 years' lower vocational secondary education, (d) professional and technical training at university level.
- fabrično-zavodskaja škola* (U.S.S.R.): vocational training school, attached to a factory, for training in the less complex trades; (a) 1, (b) —, (c) minimum 4 years' primary education, (d) part-time secondary education at *škola rabotčej i krestianskoj molodeži*.
- Fachschule*: ◇ German Fed. Rep.: advanced full-time vocational training school specializing in the teaching of a particular occupational skill; (a) 1-3 years, (b) 17, (c) 11-12 years' primary and vocational secondary education, (d) possibility of further vocational training at university level (*Fachhochschule*). ◇ German Dem. Rep.: vocational secondary school (technical) (a) 2, (b) 17, (c) 8-10 years primary schooling, (d) technical training at higher level.
- (1-4 jährige) Fachschulen* (Austria): full-time vocational training schools, each institution preparing for one particular trade; (a) 1-4, (b) 15, (c) 8 years' schooling, (d) possibility of further training at more advanced school.
- fackskola för huslig ekonomi* (Sweden): vocational training school of home economics; (a) 2, (b) 20, (c) minimum 4 years' lower general secondary education, (d) terminal.
- farmannadeild* (Iceland): see *stýrimannaskóli*.
- fiskimannadeild* (Iceland): see *stýrimannaskóli*.
- Fortbildungsschule* (Liechtenstein): part-time vocational training school offering winter courses in agriculture for boys, and domestic subjects for girls; (a) 2, (b) 14, (c) 8 years' primary education, (d) terminal.
- Frauenfachschule* (Switzerland—Zürich): vocational training school for women's occupations; (a) 3, (b) 14, (c) 8 or 9 years' previous schooling, (d) possibility of specialized teacher training for women's vocational schools.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- geopaniki scholi* (Greece): vocational training school of agriculture; (a) 3, (b) 12, (c) 6 years' primary education, (d) terminal.
- Gewerbeschule* (Switzerland—Zürich): part-time vocational training school for apprentices; (a) 3, (b) 14, (c) 8 or 9 years' previous schooling, (d) terminal.
- Handelsakademie* (Austria): vocational secondary school of commerce; (a) 4, (b) 15, (c) upper primary or lower secondary school (8 years' schooling), (d) specialized education at university level.
- handelsavondschool* (Netherlands): see *handelsonderwijs*.
- handelsdagschool* (Netherlands): see *handelsonderwijs*.
- handelsgymnas* (Norway): upper vocational secondary school of commerce; (a) 3, (b) 17, (c) 3 years' general secondary education, (d) college of business administration and economics.
- handelsgymnasium* (Sweden): vocational secondary school of commerce; (a) 2, (b) 17, (c) 4 years' lower general secondary education, (d) further vocational training at higher level.
- handelskole* (Denmark): lower vocational secondary school of commerce; (a) 3 or 1, (b) 14 or 16, (c) 7 or 9 years' general education, (d) further specialized vocational education.
- handelsonderwijs* (Netherlands): vocational training schools of commerce of various kinds; (a) 4, (b) 12-14 (*handelsdagschool* or day school), (a) 1-5, (b) 15-16 (*handelsavondschool* or evening school), (a) 2, (b) 14-16 (*school voor winkelpersoneel* or school for shop assistants).
- Handelsschule*: vocational secondary school of commerce.
 ◇ Austria: (a) 2, (b) 15, (c) upper primary or lower secondary school (8 years' schooling), (d) terminal. ◇ Switzerland—Zürich: *Handelsschule* with courses leading to certificate or to *maturität* examination; (a) 4 or 4½, (b) 15, (c) 3 years' lower secondary education, (d) through *maturität* examination to specialized study at university level.
- handelsskole* (Norway): vocational training school of commerce; (a) 1, (b) 15, (c) continuation school (1 year post-primary), (d) terminal.
- håndvaerkskole* (Denmark): part-time vocational training school for apprentices; (a) up to 4, (b) 14 +, (c) minimum 7 years' general education, (d) further vocational training at technical college.
- (*Statens*) *handverks- og kunstindustriskole* (Norway): State vocational training school of arts and crafts; (a) 4, (b) 16, (c) minimum of 7 years' primary education, (d) terminal.
- Haushaltungsschule*: vocational training school of home economics.
 ◇ Austria: (a) 1, (b) about 15, (c) 8 years' schooling, (d) terminal. ◇ Switzerland—Zürich: (a) various courses ranging from 6 months to 2 years, (b) 15 +, (c) 8 or 9 years' previous schooling, (d) possibility of specialized teacher training in home economics.
- hauswirtschaftliche Fortbildungsschule* (Switzerland—Zürich): part-time vocational training school of home economics; (a) 2, (b) 15, (c) 8 or 9 years' previous schooling, (d) terminal.
- Hauswirtschaftsschule* (Austria): see *Haushaltungsschule*.
- higher technical school* (Korea): upper vocational training school of trade and industry; (a) 3, (b) 15, (c) 3 years' education at middle school or technical school, (d) terminal.
- höhere Abteilung der technischen und gewerblichen Lehranstalten* (Austria): vocational training schools each specializing in the teaching of a group of related trades or occupations; (a) 4, (b) 16, (c) 1-2 years' training in a post-primary vocational school (*Fachschule*), (d) technical baccalaureate (*Reifeprüfung*) with possibility of technical training at college (*Hochschule*) by passing special entrance examination.
- höhere land- und forstwirtschaftliche Lehranstalten* (Austria): vocational training schools of agriculture and forestry; (a) 4, (b) 17, (c) minimum of 8 years' schooling, (d) specialized higher education.
- højere handelsskole* (Denmark): upper vocational secondary school of commerce; (a) 2, (b) 17, (c) upper general secondary school or lower vocational secondary school of commerce, (d) Graduate Business School.
- homecraft training centre* (Bechuanaland): vocational training school of home economics; (a) 3, (b) 15, (c) 8 years' primary education, (d) terminal.
- honarestān* (Iran): vocational secondary school; two types of course: either (a) 2, (b) 16, (c) 3 years' secondary education, (d) terminal, or (a) 6, (b) 13, (c) 6 years' primary education, (d) terminal.
- huishoudschool* (Netherlands—Surinam): vocational training school of home economics; (a) 2, (b) 12-14, (c) primary education, (d) terminal.
- husholdningskole*: ◇ Denmark: college of domestic science for adults. ◇ Greenland: vocational training school of home economics; (a) 1, (b) 14, (c) 7 years' primary education, (d) terminal.
- húsmædraskóli* (Iceland): vocational training school of home economics; (a) 1, (b) 14 plus, (c) middle or lower general secondary school, (d) terminal.
- husmorskole* (Norway): vocational training school of home economics; (a) 1, (b) 15, (c) continuation school (1 or 2 years post-primary), (d) terminal.
- iḍḍāḍiyah ʔināḍiyah* (Syria): vocational secondary school of industries; (a) 3, (b) 15, (c) 4 years' lower secondary education, (d) through examination to faculty of engineering.
- idnskóli* (Iceland): part-time vocational training school for apprentices; (a) 4, (b) 15 +, (c) middle or lower secondary school, (d) terminal.
- industrial school* (Pakistan): vocational training school; (a) 2, (b) 15, (c) 3 or 4 years' general or vocational secondary education, (d) terminal.
- institut familial* (Canada): vocational training school of home economics; (a) 3, (b) 15, (c) 2 years' secondary education, (d) terminal.
- instituto agrícola industrial* (Guatemala): secondary vocational school; (a) 5, (b) 13, (c) 6 years' primary education, (d) terminal.
- instituto agropecuario* (Peru): vocational secondary school of agriculture; (a) 5, (b) 12, (c) 5 years' primary education, (d) vocational studies at higher level.
- instituto comercial* (Peru): vocational secondary school of commerce; (a) 5, (b) 12, (c) 5 years' primary education, (d) vocational studies at higher level.
- instituto comercial* (Portugal): upper vocational secondary school of commerce; (a) 3, (b) 16, (c) 3 years' specialized vocational secondary education, (d) full course terminal but possibility after second year of entry to specialized higher education.
- instituto de comercio*: vocational secondary school of commerce.
 ◇ Chile: (a) 6, (b) 13, (c) 6 years' primary education, (d) possibility of specialized higher education at university (faculty of economics and commerce). ◇ Colombia: (a) 6, (b) 12, (c) 5 years' primary education, (d) through examination to specialized higher education. ◇ Venezuela: (a) 5 in two cycles (3+2), (b) 14, (c) 6 years' primary education (d) terminal or specialized study at university level.
- instituto de serviço social* (Portugal): vocational training school for social workers; (a) 3, (b) 18, (c) minimum requirement 5 years' general secondary education, (d) terminal.
- instituto industrial*: ◇ Guatemala: vocational training school; (a) 4, (b) 13, (c) 6 years' primary education, (d) terminal.
 ◇ Peru: vocational secondary school for industrial occupations; (a) 5, (b) 12, (c) 5 years' primary education, (d) vocational studies at higher level.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- instituto industrial* (Portugal): upper vocational secondary school of technical studies; (a) 4, (b) 17, (c) 4 years' specialized vocational secondary education, (d) full course terminal but possibility after second year of entry to specialized higher education.
- Instituto militar* (Peru): military college.
- Instituto Politécnico Loyola* (Dominican Rep.): an institution combining (i) vocational secondary school of technology; (a) 4, (b) 14, (c) 2 years' lower general secondary education, (d) terminal, and (ii) vocational training school of agriculture and mechanical trades; (a) 4, (b) 12, (c) 6 years' primary education (d) terminal.
- instituto técnico elemental* (Colombia): lower vocational secondary school of trades and industries; (a) 5, (b) 12, (c) 5 years' primary education, (d) through examination for diploma of 'expert' to further technical training at *instituto técnico superior*.
- instituto técnico superior* (Colombia): upper vocational secondary school of trades and industries; (a) 2, (b) 17, (c) 5 years' vocational education at *instituto técnico elemental* and diploma of expert, (d) through examination for diploma of 'technician' to further technical training at university level.
- instructors' course* (N. Rhodesia): vocational training school for foremen; (a) 2, (b) 19, (c) 3 years' *trades course*, (d) terminal.
- ipari technikum* (Hungary): vocational secondary school of technical training for industry; (a) 4, (b) 15, (c) 8 years' primary education, (d) through examination to higher education.
- istituto d'arte* (Italy): vocational training school of art with course for training specialist teachers (*magistero*); (a) 8 (6 subject study and 2 teacher training), (b) 11, (c) 5 years' primary education, (d) terminal.
- istituto tecnico agrario* (Italy): vocational secondary school of agriculture; (a) 5, (b) 14, (c) 3 years' lower general secondary education, (d) through examination of further specialized study at university level.
- istituto tecnico commerciale e per geometri* (Italy): vocational secondary school of commerce or land-surveying; (a) 5, (b) 14, (c) 3 years' lower general secondary education, (d) through examination to further specialized study at university level.
- istituto tecnico industriale* (Italy): vocational secondary school of industry, often specializing in one field of study (mining, textiles, metallurgy etc.); (a) 5, (b) 14, (c) 3 years' lower general secondary education, (d) through examination to further specialized study at university level.
- istituto tecnico nautico* (Italy): vocational secondary school of nautical studies (navigation, marine engineering and architecture); (a) 5, (b) 14, (c) 3 years' lower general secondary education, (d) through examination to further specialized study at university level.
- junior secondary technical school* (Uganda): lower vocational secondary school; (a) 3, (b) 12, (c) 6 years' primary education, (d) further vocational education at *senior secondary technical school*.
- junior technical school* (Malaya): vocational secondary school for Malays; (a) 3, (b) 15, (c) 6 years' primary education, (d) terminal.
- junior trades school* (N. Rhodesia): vocational training school at upper primary level; (a) 3, (b) 13, (c) 6 years' primary education, (d) further vocational training at *trades course*.
- karnchang* (Thailand): vocational training school for boys at secondary level; (a) 9 (in three cycles of 3 years each), (b) 11, (c) 4 years' primary, (d) terminal or higher education.
- karnchang sauri* (Thailand): vocational training school for girls with courses at secondary level; (a) 5 (2 + 3) + 3, (b) 11, (c) 4 years' primary education, (d) further vocational training at post-secondary level, or specialized teacher training.
- karnrüan* (Thailand): vocational training school for girls at upper secondary and post-secondary level, including a course in home economics and a section for teacher training; (a) 5 (2 years + 1 year or 3 years of teacher training), (b) 17, (c) 6 years' secondary education, (d) terminal.
- kasetkam* (Thailand): vocational school of agriculture with course at lower and upper secondary and higher levels; (a) 8 in three cycles (2 + 3 + 3), (b) 11, (c) 4 years' primary education, (d) terminal.
- kaufmännische Fortbildungsschule* (Switzerland—Zürich): part-time vocational training school of commerce; (a) 3, (b) 14, (c) 8 or 9 years' previous schooling, (d) terminal.
- kauppakoulu* (Finland): vocational training school of commerce; (a) 2, (b) 14, (c) 7 years' primary education; (d) through examination to commercial college.
- kommunal- og sosialskole* (Norway): State vocational training school for social service and local administration; (a) 2, (b) 20, (c) continuation school (1 year post-primary + practical experience), (d) terminal.
- konsthögskola* (Sweden): vocational training school of fine arts; (a) 4, (b) 17, (c) 4 years' secondary education, (d) terminal.
- közgazdasági technikum* (Hungary): vocational secondary school of political economy; (a) 4, (b) 15, (c) 8 years primary education, (d) through examination to higher education.
- (Statens) kvinnelige industriskole* (Norway): State vocational training school of arts and crafts for women; (a) 2, (b) 16, (c) continuation school (1 year post-primary), (d) possibility of specialized teacher training at *Statens sløjd- og teknisklærerskole*.
- kunst-, kunstnijverheid- en bouwkunstonderricht* (Netherlands): vocational secondary school of fine arts and crafts; (a) 4, (b) 15-18, (c) general education, (d) academy of arts.
- Kunstgewerbeschule* (Switzerland—Zürich): vocational training school of arts and crafts; (a) 4, (b) 14, (c) 8 or 9 years' previous schooling, (d) terminal.
- laerlingeskole* (Norway): part-time vocational training school for apprentices; (a) 4, (b) 14, (c) 7 years' primary education, (d) specialized teacher training for teachers in vocational schools, or further vocational education at school of arts and crafts.
- lagere land- of tuinbouwschool* (Netherlands): vocational training school of agriculture or horticulture; (a) 4, (b) 15-18, (c) 6 years' primary education, (d) terminal.
- lagere technische dagschool* (Netherlands): vocational training school (literally lower technical day school); (a) 2, (b) 12-14, (c) 6 years' primary education, (d) to third year of *avondnijverheidsschool* or after further preparatory year to navigation, naval and aircraft mechanics school or secondary technical school.
- lager nijverheidsschool* (Netherlands—New Guinea): vocational training school.
- landbouwwaksschool* (Netherlands): see *algemene landbouw- of tuinbouwschool*.
- landbrugsskole* (Denmark): agricultural college of further education.
- landbrukskole* (Norway): vocational training school of agriculture; (a) 1 $\frac{1}{2}$, (b) 15, (c) continuation school (1 year post-primary), (d) terminal.
- landwirtschaftliche Fortbildungsschule* (Switzerland—Zürich): part-time vocational training school of agriculture; (a) 2, (b) 15, (c) 8 or 9 years' previous schooling, (d) terminal.
- landwirtschaftliche Schule* (Switzerland—Zürich): vocational training school of agriculture; (a) 2, (b) 15, (c) 8 or 9 years' previous schooling, (d) terminal.
- Lehranstalt für gewerbliche Frauenberufe* (Austria): vocational training school for women's occupation; (a) 3, (b) 15, (c) 8 years' schooling, (d) terminal.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- Lehranstalt für hauswirtschaftliche Frauenberufe* (Austria): vocational secondary school of home economics; (a) 4, (b) 15, (c) 8 years' schooling, (d) terminal.
- Lehranstalt für soziale Frauenberufe* (Austria): vocational training school for women social welfare workers; (a) 2, (b) 18, (c) upper secondary school (12 years' schooling), (d) terminal.
- liceum felczerskie* (Poland): lower vocational secondary school for medical assistants; (a) 3, (b) 14, (c) years' primary education, (d) through examination to *szkoła felczerska*.
- liceum muzyczne* (Poland): vocational secondary school of music; (a) 5, (b) 14, (c) 7 years' primary education, (d) through examination to specialized higher education.
- liceum rolnicze* (Poland): vocational secondary school of agriculture; (a) 4, (b) 14, (c) 7 years' primary education, (d) through examination to professional training at higher level.
- liceum technik plastycznych—liceum sztuk plastycznych* (Poland): vocational secondary school of fine and applied arts; (a) 4, (b) 14, (c) 7 years' primary education, (d) through examination to specialized higher education.
- maatalouskoulu* (Finland): vocational training school of agriculture and rural home economics; (a) 2, (b) 15-25, (c) minimum of 7 years' primary education, (d) further training at agriculture college.
- machinisten—cursus* (Surinam): vocational training course for mechanics.
- madrasah mihaniyah* (Lebanon and Syria): lower vocational training school of arts and crafts; (a) 3, (b) 11, (c) 5 years' primary education, (d) terminal.
- madrasah sinā'iyah* (Saudi Arabia): vocational training school; (a) 5, (b) 13, (c) 6 years' primary education, (d) terminal.
- madrasah tijāriyah* (Syria): vocational training school of commerce; (a) 3, (b) 15, (c) 4 years' lower secondary education, (d) terminal.
- madrasah zirā'iyah* (Jordan): vocational training school of agriculture; (a) 3, (b) 16, (c) 2 years' general secondary education, (d) terminal.
- madrasat al-funūn al-manziliyah* (Iraq): vocational secondary school of domestic science; (a) 5, (b) 13, (c) 6 years' primary education, (d) through examination to higher education.
- madrasat al-mufawwadīn* (Iraq): vocational training school for police officers; (a) 3, (b) 16, (c) 3 years' lower secondary education, (d) through examination to police college.
- madrasat al-mumarrīdāt*: vocational training school for nurses.
 ◇ Iraq: (a) 3 + 1 supplementary year for midwifery training, (b) 16, (c) 3 years' lower secondary education, (d) terminal.
 ◇ Syria: (a) 3 + 1 supplementary year for midwifery training, (b) 15, (c) 4 years' lower secondary education, (d) terminal.
- madrasat al-muwasaḥfīn al-ṣiḥḥiyyīn* (Iraq): vocational training school for health officials; (a) 3, (b) 16, (c) 3 years' lower secondary education, (d) terminal.
- madrasat al-sanā'at al-funūn* (Lebanon): vocational training school of arts and crafts; (a) 3, (b) 15, (c) 4 years' lower secondary education, (d) terminal.
- madrasat al-sinā'at*: ◇ Iraq: vocational training school; (a) 5, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Jordan: vocational training school of arts and crafts; (a) 4 (preparatory class + 3 grades), (b) 12 (preparatory) or 14 (first grade), (c) 5 or 7 years' primary education (preparatory class and first grade respectively), (d) terminal.
- madrasat al-ta'lim al-funduḳī* (Lebanon): vocational training school for hotel and restaurant personnel; (a) 5 in 2 cycles of 2 + 3, (b) 11, (c) 5 years' primary education; pupils completing the 4 years of the lower secondary school can follow the second cycle; (d) terminal.
- madrasat al-tijārah al-iḍādiyyah* (Iraq): vocational secondary school of commerce; (a) 2, (b) 16, (c) 3 years' lower secondary education, (d) through public examination to college of commerce and economics.
- madrasat al-zirā'ah* (Iraq): vocational secondary school of agriculture; (a) 3, (b) 16, (c) 3 years' lower secondary education, (d) through examination to college of agriculture.
- maḥad al-funūn al-jamīlah* (Iraq): vocational training school of fine arts; (a) 3, (b) 16, (c) 3 years' lower secondary education, (d) terminal.
- mechanical school* (Afghanistan): vocational training school for trades and industries; (a) 3, (b) —, (c) minimum of 6 years' primary education, (d) terminal.
- menntadeild* (Iceland): see *varzlunarskóli*.
- merenkulku- ja laivurikoulu* (Finland): vocational training school of navigation and seamanship; (a) 3, (b) 25, (c) 7 years' primary education, (d) terminal.
- mesai teknikai scholai* (Greece): vocational training schools of various types; (a) 2-6, (b) 12 to 14, (c) 6 years' primary or 1-2 years' lower secondary education, (d) terminal.
- Metallarbeiterschule* (Switzerland—Zürich): vocational training school for metal-workers; (a) 4, (b) 15, (c) 3 years' lower secondary education, (d) terminal.
- metsä- ja sahateollisuuskoulu* (Finland): vocational training school of forestry and sawmilling; (a) 2, (b) 20-25, (c) minimum of 7 years' primary education, (d) terminal.
- mezőgazdasági technikum* (Hungary): vocational secondary school of agriculture; (a) 4, (b) 15, (c) 8 years' primary education, (d) through examination to higher education.
- middelbaar technisch onderwijs* (Netherlands): secondary vocational school (literally intermediate technical education); (a) 4 (includes 1 year on the job training), (b) 16-18, (c) *uitgebreid lager onderwijs* or leaving certificate from *hogere burgerschool* or *gymnasium* stream B, (d) agriculture or engineering faculties at university or teacher-training college for secondary school teachers.
- middelbare landbouweleergang* (Surinam): secondary vocational school for agriculture; (a) 4, (b) 16, (c) 4 years' upper primary education, (d) terminal.
- military college* (Union of South Africa): post-secondary vocational school preparing for careers in the armed services; (a) 2, (b) about 19, (c) 1 year's training at military gymnasium, (d) specialized higher education leading to degree of bachelor of military science.
- military gymnasium* (Union of South Africa): vocational school preparing for careers in the armed services with 1-year courses at upper secondary and post-secondary level; (a) 1, (b) from 16, (c) minimum of 3 years' secondary schooling, (d) further training at *military college*.
- military school* (Afghanistan): vocational secondary school preparing for career in the army; (a) 6, (b) 13, (c) 6 years' primary education, (d) further professional training at *Military College*.
- nartduriyang* (Thailand): vocational training school of music and drama; (a) 6, (b) 11, (c) 4 years' primary education, (d) terminal.
- niedere land- und forstwirtschaftliche Lehranstalten* (Austria): vocational training schools of agriculture and forestry; (a) 2, (b) 17, (c) minimum of 8 years' schooling, (d) terminal.
- nursing college* (Union of South Africa): specialized vocational training school at upper secondary level; (a) 3½, (b) 16, (c) 3 years' secondary education, (d) terminal.
- nursing school* (Afghanistan): vocational training school of nursing; (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal.
- odeion* (Greece): vocational training school of fine arts or music; (a) up to 9, (b) 14, (c) minimum of 6 years' primary education, (d) terminal.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- orta teknik okulu* (Turkey): upper vocational secondary school of technical studies; (a) 2, (b) 15, (c) 3 years' lower secondary education, (d) terminal.
- panichakarn* (Thailand): vocational training school of commerce at secondary and post-secondary level; (a) 3, (b) 17, (c) 6 years' secondary education; (d) specialized education at higher level.
- pasa tangprates* (Thailand): vocational training school of modern languages at post-secondary level; (a) 3, (b) 17, (c) 6 years' secondary education, (d) terminal.
- período de iniciación profesional* (Spain): see *escuela primaria*.
- pohchang* (Thailand): vocational school of arts and crafts at secondary and high level; (a) 8 (three cycles 3+3+2, last two being teacher training), (b) 14, (c) 3 years' junior secondary school, (d) terminal.
- podstawowa szkoła rolnicza* (Poland): lower vocational secondary school of agriculture; (a) 2, (b) 14, (c) 7 years' primary education, (d) further vocational education at *liceum rolnicze*.
- poljoprivredna škola* (Yugoslavia): vocational secondary school of agriculture; (a) 4, (b) 15, (c) 4 years' general secondary education, (d) higher education at faculty of agriculture and forestry.
- pre-engineering school* (Liberia): vocational training school of engineering; (a) 3, (b) [19], (c) [4 years' vocational secondary education], (d) further specialized study at university.
- private business and commercial colleges* (Union of South Africa): vocational secondary schools of commerce; (a) 5, (b) 13, (c) 7 years' primary education, (d) through examination to specialized higher education.
- professionalnaja škola* (U.S.S.R.): vocational training school; (a) 2, (b) 14, (c) minimum of 4 years' primary education, (d) further part-time education.
- premišleno praktičesko učilište* (Bulgaria): vocational training school for industrial occupations; (a) 2, (b) 14, (c) 7 years' primary education, (d) terminal.
- samvinnuskóli* (Iceland): vocational training school in co-operatives; (a) 2, (b) 14 +, (c) middle school, (d) terminal.
- school for nurses* (Canada): vocational training school of nursing; (a) 3, (b) 18, (c) 4 years' secondary education, (d) further vocational training at higher education level.
- school of art* (Rep. of Ireland): vocational secondary school of fine arts with preliminary course leading to teacher training and diploma course at higher level; (a) 5, (2 preliminary + 3), (b) 17, (c) 4 years' secondary education, (d) terminal.
- school of cosmetology* (Liberia): vocational training school of cosmetology; (a) 1, (b) -, (c) -, (d) terminal.
- school of domestic science* (Rep. of Ireland): upper vocational secondary school of domestic science with course in house-craft followed by teacher training section; (a) 4 (1 + 3), (b) 18, (c) 3 years' continuation school, (d) terminal.
- school voor winkelpersoneel* (Netherlands): see *handelsonderwijs*.
- scuola cantonale di agricoltura* (Switzerland—Ticino): vocational secondary school for agriculture and the dairy industry; (a) 3, (b) 15, (c) 8 years' primary education, (d) terminal.
- scuola cantonale di commercio* (Switzerland—Ticino): vocational secondary school of commerce; first type: (a) 3, (b) 15, (c) 8 years' primary education, (d) terminal (certificate); second type: (a) 4, (b) 16, (c) 4 years' lower secondary education, (d) through examination (*licenza*) to specialized higher education outside the canton.
- scuola d'arte* (Italy): vocational training school of art; (a) 4, (b) 11, (c) 5 years' primary education, (d) terminal.
- scuola d'arte e mestieri* (Switzerland—Ticino): vocational training school of arts and crafts principally for engineering, building and related trades; (a) 3 or 4, (b) 16, (c) 8 years' primary education + 1 year preparatory class, (d) terminal.
- scuola dell'artigianato (meccanica e falegnameria)* (Italian Somaliland): pre-vocational training school of carpentry and mechanical trades; (a) 3, (b) 10, (c) 4 years' primary education, (d) terminal.
- scuola di amministrazione* (Switzerland—Ticino): vocational secondary school linked with the *scuola cantonale di commercio* and preparing for administrative careers; (a) 2, (b) 16, (c) 4 years' lower secondary education, (d) terminal.
- scuola di avviamento professionale*. ◇ Italy: lower vocational secondary school; (a) 3, (b) 11, (c) 5 years' primary education, (d) specialized vocational training schools at upper secondary level. ◇ Switzerland—Ticino: classes providing transition from primary school to apprenticeship courses and vocational training; (a) 1, (b) 15, (c) 8 years' primary education, (d) various types of vocational training schools.
- scuola di dattilografia* (Italian Somaliland): pre-vocational training school for typists; (a) 2, (b) 10, (c) 4 years' primary education, (d) terminal.
- scuola di preparazione politico-amministrativa* (Italian Somaliland): vocational training school preparing for careers in administration; (a) 3, (b) 18, (c) 3 years' lower secondary education, (d) terminal.
- scuola per infermieri* (Italian Somaliland): vocational training school for nurses and medical assistants; (a) 1, (b) 19, (c) minimum 5 years' primary education, (d) possibility of further training and specialization.
- scuola per levatrici* (Italian Somaliland): vocational training school of midwifery; (a) 2, (b) 19, (c) minimum of 5 years' primary education, (d) terminal.
- scuola per specialisti di aeronautica* (Italian Somaliland): vocational training school for aeronautical assistants (radio), (a) 2, (b) 14, (c) 5 years' primary education, (d) terminal.
- scuola professionale contabile e commerciale* (Italian Somaliland): lower vocational secondary school of commerce; (a) 3, (b) 11, (c) 5 years' primary education, (d) terminal.
- scuola professionale femminile* (Italy): vocational training school for girls; (a) 3, (b) 14, (c) 3 years' lower vocational secondary school, (d) specialized teacher training.
- scuola professionale marittima e di pesca* (Italian Somaliland): vocational training school for seamen and fishermen; (a) 3, (b) 12, (c) 5 years' primary education, (d) terminal.
- scuola sanitaria inferiore* (Italian Somaliland): vocational training school for medical assistants and public health workers; (a) 2, (b) 21, (c) previous training in public health work based on a minimum of 5 years' primary education, (d) terminal.
- scuola tecnica agraria* (Italy): vocational training school of agriculture; (a) 2, (b) 14, (c) 3 years' lower vocational secondary school, (d) terminal.
- scuola tecnica commerciale* (Italy): vocational training school of commerce; (a) 2, (b) 14, (c) 3 years' lower vocational secondary school, (d) terminal.
- scuola tecnica industriale* (Italy): vocational training school of industry; (a) 2, (b) 14, (c) 3 years' lower vocational secondary school, (d) terminal.
- secondary agricultural school* (Philippines): vocational secondary school of agriculture; (a) 4, (b) 13, (c) 6 years' primary education, (d) agricultural training at college level or other forms of higher education.
- secondary technical school*: vocational secondary school. ◇ England and Wales: (a) 5, (b) 12, (c) 7 years' primary education, (d) general or vocational education at an establishment of further education. ◇ Gold Coast: (a) 4, (b) 16, (c) 10 years' primary education, (d) through examination to higher (technical) education.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- secondary trade school** (Philippines): vocational training school for industry and trades; (a) 4, (b) 13, (c) 6 years' primary education, (d) technological training at college level or other forms of higher education.
- sekolah kepandaian putri** (Indonesia): lower vocational secondary school of home economics; (a) 3, (b) 12, (c) 6 years' primary education, (d) specialized teacher training at *sekolah guru kepandaian putri*.
- sekolah menengah ekonomi atas** (Indonesia): upper vocational secondary school of commerce; (a) 3, (b) 15, (c) 3 years' commercial training at *sekolah menengah ekonomi pertama*, (d) further training at higher level.
- sekolah menengah ekonomi pertama** (Indonesia): lower vocational secondary school of commerce; (a) 3, (b) 12, (c) 6 years' primary education, (d) further specialized vocational study at *sekolah menengah ekonomi atas*.
- sekolah menengah pertanian** (Indonesia): vocational training school of agriculture; (a) 3, (b) 15, (c) 3 years' general secondary education, (d) further training at higher level.
- sekolah teknik** (Indonesia): lower vocational secondary school of technical studies; (a) 3, (b) 12, (c) 6 years' primary education, (d) further vocational education at *sekolah teknik menengah*.
- sekolah teknik menengah** (Indonesia): upper vocational secondary school of technical studies; (a) 3, (b) 15, (c) 3 years' *sekolah teknik*, (d) terminal.
- selskostopansko praktičesko učilište** (Bulgaria): vocational training school of agriculture; (a) 3, (b) 14, (c) 7 years' primary education, (d) terminal.
- seminario** (Ecuador): vocational college for the priesthood; (a) 12 (6 secondary, 6 higher), (b) 12, (c) 6 years' primary education, (d) terminal.
- senior secondary technical school** (Uganda): vocational secondary school; (a) 6 in two cycles (3+3), (b) 12, (c) lower cycle, 6 years' primary education, upper cycle: 3 years *junior secondary technical school*, (d) terminal.
- sjömannsskole** (Norway): vocational training school of seamanship; (a) 2, (b) 18, (c) minimum of 7 years' primary education, (d) terminal.
- sjuksköterskeskola** (Sweden): vocational training school of nursing; (a) 3, (b) 17, (c) 4 years' lower general secondary education, (d) terminal.
- škola učenika u privredi** (Yugoslavia): part-time vocational training school for workers in industry; (a) 2 to 4, (b) 15, (c) minimum 4 years' primary education, (d) certificate of skilled worker with possibility of further study at specialist schools or vocational secondary schools.
- škola za saobraćaj** (Yugoslavia): vocational secondary school for the transport industry; (a) 4, (b) 15, (c) 4 years' general secondary education, (d) higher education at faculty of technology or naval college.
- socialinstitut** (Sweden): vocational training school for social welfare workers; (a) 2, (b) 20, (c) minimum 4 years' lower general secondary education, (d) terminal.
- soziale Frauenschule** (Switzerland—Zürich): vocational training school preparing girls for careers in social welfare; (a) 2, (b) 18, (c) 3 years' upper secondary school for girls (see *höhere Töchter Schule*), (d) terminal.
- srednja tehnička škola** (Yugoslavia): vocational (technical) secondary school; (a) 4, (b) 15, (c) 4 years' general secondary education, (d) higher education at faculty of technology.
- srednja umetnička škola** (Yugoslavia): vocational secondary school of arts; (a) 4, (b) 15, (c) 4 years' general secondary education, (d) higher education at college of fine arts and music.
- stýrimannaskóli** (Iceland): vocational training school for (i) fishermen (*fishimannadeild*) and (ii) navigators (*farman-
nadeild*); (a) (i) 2, (ii) 3, (b) 14+, (c) middle school, (d) terminal.
- šumarska škola** (Yugoslavia): vocational secondary school of forestry; (a) 4, (b) 15, (c) 4 years' general secondary education, (d) higher education at faculty of agriculture and forestry.
- szakérettségi tanfolyamok** (Hungary): full-time vocational secondary courses for adults; (a) 2, (b) —, (c) primary or lower secondary education, (d) through examination to higher education.
- szkola felczereska** (Poland): upper vocational secondary school for medical assistants; (a) 1½, (b) 17, (c) 3 years at *liceum felczerkie*, (d) through examination to degree-granting college.
- szkola jungów** (Poland): lower vocational secondary school for careers at sea; (a) 3, (b) 14, (c) 7 years' primary education, (d) through examination to further vocational training at *szkola morska*.
- szkola morska** (Poland): upper vocational secondary school for careers at sea; (a) 2, (b) 17, (c) 3 years at *szkola jungów*; (d) terminal.
- szkola prawnicza** (Poland): vocational secondary school of law; (a) 4, (b) 14, (c) 7 years' primary education, (d) through examination to degree-granting college.
- szkola rybaków morskich** (Poland): vocational training school for fishermen; (a) 3, (b) 14, (c) 7 years' primary education, (d) terminal.
- taideteollisuuskoulu** (Finland): vocational training school of fine arts; (a) 3, (b) 18, (c) minimum of 7 years' primary education, (d) further training at fine arts college.
- technical and trade schools** (Kenya): vocational training schools (carpentry, building and other trades); (a) 3, (b) 15, (c) 8 years' primary education, (d) terminal.
- technical classes** (S. Rhodesia): vocational secondary course; (a) 3 to 6 years, (b) 12-13, (c) 7 years' primary education, (d) through examination (National Technical and Commercial Certificate or National Technical Senior Certificate) to higher technical education in S. Rhodesia.
- technical college** (Union of S. Africa): multilateral vocational secondary school with day classes and also evening courses for apprentices, sometimes going beyond the secondary level; (a) 5, (b) from 13, (c) 7 years' primary education, (d) through examination to higher education or specialized teacher training.
- technical institute** (Gold Coast): vocational training school offering full-time and part-time courses, the latter for apprentices and other young people employed in industry, commerce and government departments; (a) variable, (b) 16, (d) 10 years' primary education, (d) terminal.
- technical intermediate school** (N. Ireland): vocational secondary school, (a) 5, (b) 13, (c) 2 years' lower secondary education, (d) through examination to higher education or teacher training.
- technical school**. ◇ Basutoland: vocational training school; (a) 2, (b) 15, (c) 8 years' primary education, (d) terminal. ◇ India: vocational secondary and vocational training school; (a) 1 to 5, (b) 9 to 17, (c) primary education, (d) terminal. ◇ Pakistan: vocational secondary school; (a) 2, (b) 13, (c) 2 years' lower secondary education at school, (d) further vocational training.
- technical school**: term used in this volume to designate the following types of school. ◇ Afghanistan: vocational secondary school of technology; (a) 6, (b) —, (c) minimum of 6 years' primary education, (d) terminal. ◇ Korea: lower vocational training school of trade and industry; (a) 3, (b) 12, (c) 6 years' primary education, (d) further vocational training at *higher technical school*.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- technicum* (Switzerland—Neuchâtel): vocational secondary school for technical training including: a course for *techniciens*; (a) 4½, (b) 15, (c) 4-year section *classique* or 2-year section *moderne* of lower general secondary school, (d) higher technical training at university level; a course for *praticiens*; (a) 3½, (b) 15, (c) as above, (d) terminal; a course in fine arts (*école d'art*); (a) 3½, (b) 15, (c) as above, (d) terminal.
- technikum* (Poland): vocational general secondary school of technology; (a) 4, (b) 14, (c) 7 years' primary education, (d) through examination to technical university.
- Technikum* (Switzerland—Zürich): vocational training school for engineering, building and related trades; (a) 4½, (b) 15, (c) 3 years' lower secondary education, (d) terminal.
- technische Oberstufe* (German Fed. Rep.): general secondary school with practical bias (Bremen, Hamburg, West Berlin) corresponding to *Mittelschule* or *Realschule*; (a) 4, (b) 12, (c) 6 years' primary education, (d) specialized vocational training at *Fachschule*.
- technische school* (Surinam): vocational training school for boys; 6 years' primary education.
- tekhnicheski gimnazii* (Bulgaria): vocational secondary schools; (a) 3 to 5, (b) 14, (c) 7 years' primary education, (d) vocational training at university level.
- tekhnikum* (U.S.S.R.): specialized vocational secondary school including teacher training; (a) 4, (b) 14, (c) 7 years' schooling, (d) through examination to higher education.
- teknillinen koulu* (Finland): vocational training (technical) school for adults; (a) 3, (b) 21, (c) minimum of 7 years' primary education, (d) through examination to further training at technical college.
- teknisk fagskole* (Norway): vocational training school for technical subjects; (a) 2, (b) 16, (c) continuation school (1 year post-primary), (d) further technical training at *teknisk skole*.
- teknisk skole* (Greenland): vocational training school; (a) varies from 1 year full-time to 4 years' part-time, (b) 14, (c) 7 years' primary education, (d) terminal.
- teknisk skole* (Norway): vocational training school at upper secondary level; (a) 2, (b) —, (c) a minimum of 2 years' apprenticeship and either 3 years' secondary education or else a special preparatory course at *Teknisk fagskole*, (d) higher education at technical university.
- tekniskt gymnasium* (Sweden): vocational secondary school of technical training; (a) 3, (b) 17, (c) 4 years' lower general secondary education, (d) further vocational training at higher level.
- Textilfachschule* (Switzerland—Zürich): vocational training school for textile industry; (a) 2, (b) 15, (c) 3 years' lower secondary education, (d) terminal.
- thānawīyah nisawīyah* (Egypt): vocational secondary school of home economics; (a) 5 in two cycles (2+3), (b) 13, (c) 6 years' primary education, (d) terminal.
- thānawīyah šinā'iyah* (Egypt): vocational secondary school for industrial technicians including a 5-year general course leading through public examination to 2 years specialization (*tawjīhiyah*); (a) 7 in two cycles (5+2), (b) 13, (c) 6 years' primary education, (d) through public examination to vocational education at higher level.
- thānawīyah tijāriyah* (Egypt): vocational secondary school of commerce; (a) 5 in two cycles (2+3), (b) 13, (c) 6 years' primary education, (d) terminal.
- thānawīyah zirā'iyah* (Egypt): vocational secondary school of agriculture; (a) 5 in two cycles (2+3), (b) 13, (c) 6 years' primary education, (d) terminal.
- theological school* (Afghanistan): vocational training school of Muslim theology; (a) 6, (b) —, (c) minimum 6 years' primary education, (d) theological training at university level.
- ticâret lisesi* (Turkey): vocational secondary school of commerce; (a) 3, (b) 15, (c) 3 years' lower secondary education, (d) through examination to higher education.
- trade and housecraft school* (Basutoland): upper primary school with curriculum emphasizing pre-vocational subjects; (a) 2, (b) 12, (c) 5 years' primary education, (d) terminal.
- trade school*. ◇ S. Rhodesia: vocational training school with courses in agriculture, building, carpentry, hygiene and sanitation; (a) 3, (b) 13, (c) 8 years' primary education, (d) terminal. ◇ Swaziland: vocational training school of building and cabinet-making; (a) 4, (b) 15, (c) 8 years' primary education, (d) terminal. ◇ Tanganyika: vocational training school of trades and manual crafts; (a) 3, (b) 15, (c) 4 years' middle school, (d) terminal.
- trades course* (N. Rhodesia): vocational training school at lower secondary level; (a) 3, (b) 16, (c) 9 years' primary education, (d) instructors' course for foremen.
- trade training centre*. ◇ Gold Coast: full-time vocational training school; (a) 4, (b) 16, (c) 10 years' primary education, (d) terminal. ◇ Nigeria: vocational training school for apprentices; (a) 2 to 5, (b) 14, (c) 8 years' primary education, (d) terminal.
- uitgebreid lager nijverheidsonderwijs* (Netherlands): vocational training school for boys or for girls (literally, advanced elementary vocational training), (a) 3 for boys, 1-2 for girls, (b) 15-18, (c) *uitgebreid lager onderwijs*, (d) terminal.
- ungdomsskole* (Denmark): school for young unskilled workers; (a) 2, (b) 15+, (c) 7 years' primary education, (d) terminal.
- verknamsdeild* (Iceland): see *gagnfræðaskóli* in Section III.
- verkstedskole* (Norway): vocational training school with emphasis on workshop practice for pre-apprenticeship training; (a) 1, (b) 15, (c) continuation school (1 year post-primary), (d) terminal.
- verzlunarskóli* (Iceland): vocational secondary school of commerce with two cycles: (i) general (*almennsdeild*) and (ii) specialized or academic (*menntadeild*); (a) (i) 4, (ii) 2, (b) 14, (c) middle school, (d) by examination (*studentsprófi*) to university.
- vīṭṭalai technique* (Thailand): vocational training school for industries and trades at secondary and post-secondary level; (a) 5 in two cycles (3+2), (b) 17, (c) 6 years' secondary education, (d) terminal.
- vocational and commercial school* (Canada): vocational secondary schools; (a) 4, (b) 14, (c) 8 years' primary education, (d) further vocational training at higher education level.
- vocational and technical high school* (Liberia): vocational secondary school; (a) 4, (b) 15, (c) 8 years' primary education, (d) through examination to higher education.
- vocational and technical institutes and colleges* (Canada): vocational training schools of music, art, technical training and agriculture; (a) 3, (b) 15, (c) 1 year at vocational secondary school, (d) higher vocational and technical education.
- vocational and technical schools* (Rep. of Ireland): vocational secondary and vocational training schools with full-time pre-employment courses, part-time courses for apprentices and in some cases sections for training teachers.
- vocational courses* (Alaska): vocational training for Alaskan natives at Mount Edgum School; (a) 4, (b) 14, (c) 9 years' primary education, (d) terminal.
- vocational high school*. ◇ Philippines: vocational secondary school with multilateral course; (a) 4, (b) 13, (c) 6 years' primary education, (d) higher education. ◇ Union of S. Africa: vocational secondary school with separate institutions for technical training, home economics and commercial courses; (a) 5, (b) 13, (c) 7 years' primary education, (d) with certain courses possibility of obtaining matriculation certificate leading to higher education.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

vocational schools. ◇ Ceylon: vocational training schools not under the Education Department; (a) variable, (b) 14, (c) 3 years' secondary education, (d) terminal. ◇ India: see *technical school*.

vocational school: term used in this volume to designate, in Israel, vocational training schools of industries and trades, and home economics; (a) 4, (b) 14, (c) 8 years' primary education, (d) terminal.

vocational training courses (N. Rhodesia): various vocational training schools at upper primary or lower secondary level within government departments other than the Department of Education (Police, Agriculture, Forestry, Health, etc.); (a) -, (b) 13 or 16 according to level of training, (c) 6 or 9 years' primary education, (d) terminal.

Winterkurse (Switzerland—Zürich): winter courses of vocational training in agriculture and home economics; (a) 2, (b) 17, (c) 8 or 9 years' previous schooling, (d) terminal.

wirtschaftliche Mittelschule (Liechtenstein): vocational secondary school with commercial bias; (a) 5, (b) 11, (c) 5 years' primary education, (d) terminal.

yrkesutbildningsanstalter (Sweden): vocational training schools for pupils who have already had practical experience of domestic work (*husligt arbete*), agriculture (*jordbruk*) and forestry (*skogsbruk*); (a) 1-year course in home economics, 2-year courses in agriculture and forestry, (b) 19, (c) 8 years' primary education, (d) terminal.

zanatska škola (Yugoslavia): part-time vocational training school for apprentices; (a) 2 to 4, (b) 15, (c) minimum 4 years' primary education, (d) certificate of skilled worker with possibility of further study at specialist schools or vocational secondary schools.

zasadnicza szkoła zawodowa (Poland): lower vocational secondary school of technology; (a) 2, (b) 14, (c) 7 years' primary education, (d) further vocational education at a *technikum*.

zee- en luchtvaartschool: Netherlands, vocational secondary school of navigation and naval and aircraft engineering; (a) 4, (b) 15-18, (c) *uitgebreid lager onderwijs*, (d) terminal.

zeevisserijschool en binnenvaartschool (Netherlands): vocational training school for deep sea fishing and inland navigation; (a) 2, (b) 13-20, (c) *gewoon lager onderwijs*, (d) terminal.

Section V

TEACHER TRAINING TERMS

almindeligt seminarium (Denmark): teacher training college: (a) 4, (b) 18, (c) either graduation from *realklasse* or *gymnasium* (9-11 years' previous schooling) or 7 years' education at rural schools followed by 1-year preparatory class, (d) terminal.

Arbeitslehrerinnenseminar (Switzerland—Zürich): specialized teacher training for teachers of vocational subjects for girls (a) 2, (b) 18, (c) 3 years' vocational training school for women, (d) terminal.

Bildungsanstalt für Arbeitslehrerinnen (Austria): specialized teacher training school for women teachers of needlework and sewing; (a) 2, (b) 17, (c) upper primary or lower secondary school (8 years' schooling) and some practical experience, (d) terminal.

Bildungsanstalt für Gewerbelehrerinnen, Bildungsanstalt für Hauswirtschaftslehrerinnen (Austria): specialized teacher training schools for women teachers of home economics and manual crafts for women; (a) 2, (b) 20, (c) graduation from the type of school in which the student proposes to teach together with some practical experience, (d) terminal.

Bildungsanstalt für Kindergärtnerinnen und Horterzieherinnen (Austria): specialized teacher training school for pre-primary teachers; (a) 2, (b) 17, (c) minimum of 8 years' schooling, (d) terminal.

ciclo especial para estudios de magisterio (Guatemala): upper general secondary school stream of teacher training; (a) 2, (b) 16, (c) 3 years' secondary education, (d) terminal or further specialized teacher training.

colegio normal (Ecuador): teacher training school; (a) 6 (4 general education + 2 professional training), (b) 12, (c) 6 years' primary education, (d) through examination (*bachillerato*) to higher education.

cours normal à formation rapide (Viet-Nam): teacher training school with accelerated course; (a) 9 months, (b) 18-28, (c) minimum 4 years' secondary education, (d) terminal.

dānesh-sarāy-e mokaddamāti (Iran): teacher training school (including specialized institutions for teachers of agriculture and physical education); (a) 2, (b) 16, (c) 3 years' secondary education, (d) terminal.

dar al-mu'allimīn: teacher training school. ◇ Lebanon: (a) 4 in 2 cycles (2 + 2), (b) 15, (c) 4 years' lower secondary education; pupils completing 7 years of the secondary school can follow the second cycle, (d) terminal. ◇ Syria: with courses at two levels, either (a) 3, (b) 15, (c) 4 years' lower secondary education, (d) terminal or (a) 1, (b) 18, (c) 3 years' upper secondary education, (d) terminal.

dar al-mu'allimīn al-ibūdā'iyah. ◇ Iraq: teacher training school; (a) 4, (b) 16, (c) 3 years' lower secondary education, (d) terminal. ◇ Syria: (a) 2, (b) 15, (c) 4 years' lower secondary education, (d) terminal.

didaskaleion nepiagogen (Greece): teacher training school for pre-primary teachers; (a) 4, (b) 12, (c) 6 years' primary education, (d) terminal.

école d'apprentissage pédagogique (Belgian Congo): teacher training school for uncertificated teachers in village schools; (a) 2, (b) 11, (c) 5 years' primary education, (d) terminal.

école de moniteurs, monitrices (Belgian Congo): teacher training school; (a) 4, (b) 12, (c) 6 years' primary education, (d) terminal.

école normale: teacher training school or college, varying in level among the French-using countries. ◇ Canada: (a) 4, (b) 17, (c) 4 years' secondary education, (d) terminal. ◇ France: (a) 4, (b) 15-17, (c) 5 years' secondary education, (d) terminal. ◇ Laos: (a) 4, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Luxembourg: (a) 4, (b) 15, (c) 3 years' general secondary education, (d) higher education abroad. ◇ Switzerland-Neuchâtel: (a) 1½, (b) 18, (c) 3-year *section pédagogique* of upper general secondary school, (d) further specialized study at university level. See also the qualified types below.

école normale gardienne (Belgium): teacher training school for pre-primary teachers; (a) 3, (b) 15, (c) 3 years' lower secondary education, (d) terminal.

école normale moyenne (Belgium): teacher training college especially for teachers in *école moyenne*; (a) 2, (b) 18, (c) 6 years' general secondary education or 4 years at *école normale primaire*, (d) further specialized study at institute of education.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- école normale primaire* (Belgium): teacher training school; (a) 4, (b) 15, (c) 3 years' lower secondary education, (d) further specialized study at *école normale moyenne* or institute of education, or social service college.
- école normale technique* (Belgium): teacher training college for vocational school teachers; (a) 2, (b) 18, (c) 6 years *école technique secondaire*, (d) terminal.
- escola magistério primário* (Portugal): teacher training school; (a) 2, (b) 17, (c) 5 years' general secondary or (in exception cases) equivalent vocational education, (d) terminal.
- escola normal* (Brazil): teacher training school; (a) 7 (in two cycles 4 + 3 corresponding to *ginásio* and *colégio*), (b) 12, (c) 5 years' primary education, (d) through leaving examination and additional university entrance examination to Faculty of Arts.
- escola normal regional* (Brazil): teacher training school for teachers in rural schools; (a) 4, (b) 12, (c) 5 years' primary education, (d) terminal.
- escuela nacional de educación física* (Nicaragua): specialized teacher training school (physical education); (a) 2, (b) 15, (c) minimum of 6 years' primary education, (d) terminal.
- escuela nacional para maestras de párvulos* (Guatemala): teacher training college for pre-primary school teachers; (a) 2, (b) 18, (c) teacher training stream of 2-year upper general secondary school, (d) terminal.
- escuela normal*: teacher training school or college, varying in level among the Spanish-using countries. ◇ Argentina: either *nacional* for teachers in urban primary schools or *regional* chiefly for rural primary schools; (a) 5 in two cycles (3+2), (b) 12, (c) 6 years' primary education, (d) terminal but possibility of further specialized study at higher level and up to end of lower cycle pupils may transfer to general secondary or commercial school. ◇ Chile: either (a) 6, (b) 13, (c) 6 years' primary, or (a) 4, (b) 15, (c) years' lower secondary, and in both cases, (d) terminal. ◇ Cuba: (a) 4, (b) 15, (c) 9 years' primary education, (d) through examination to faculty of education. ◇ Mexico: (a) 3, (b) 15, (c) 3 years' secondary education, (d) higher education. ◇ Nicaragua: (a) 5, (b) 12, (c) 6 years' primary education, (d) terminal. ◇ Spain: (a) 3, (b) 15, (c) 4 years' general secondary education, (d) terminal. ◇ Venezuela: teacher training school of two kinds: urban and rural; (a) 4, (b) 14, (c) 6 years' primary education, (d) further professional training at *instituto pedagógico*.
- escuela normal agrícola* (Colombia): specialized teacher training for teachers in agriculture schools; (a) —, (b) 17, (c) 4 years at *escuela de agricultura*, (d) terminal.
- escuela normal de jardineras de la infancia* (Cuba): teacher training school for women teachers in pre-primary schools; (a) 4, (b) 15, (c) 9 years' primary education, (d) through examination to faculty of education.
- escuela normal regular* (Colombia): teacher training school; (a) 5, (b) 12, (c) 5 years' primary education, (d) possibility of transfer to *colegio* for sixth year of general secondary studies and university entrance examination (*bachillerato superior*).
- escuela normal rural*: teacher training school for teachers in rural primary schools. ◇ Columbia: (a) 3, (b) 12, (c) 5 years' primary education, (d) terminal. ◇ Dominican Rep.: (a) 3, (b) 14, (c) 2 years' lower general secondary education, (d) terminal. ◇ Ecuador: (a) 4, (b) 12, (c) 6 years' primary education, (d) terminal. ◇ El Salvador: (a) 4, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Guatemala: (a) 5, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Honduras: (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Peru: (a) 3, (b) 15, (c) 3 years' secondary education, (d) terminal.
- escuela normal superior* (Dominican Rep.): teacher training school for urban primary school teachers; (a) 4, (b) 14, (c) 2 years' lower general secondary education, (d) faculty of arts, journalism or education.
- escuela normal urbana*: teacher training school for urban primary teachers. ◇ El Salvador: (a) 1-3, (b) 16, (c) 3 years' secondary education, (d) through examination to faculty of arts, social service college or institute of education. ◇ Guatemala: (a) 5, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Honduras: (a) 5, (b) 13, (c) 6 years' primary education, (d) terminal. ◇ Peru: (a) 3, (b) 17, (c) 5 years' secondary education, (d) terminal.
- folkskoleseminarium* (Sweden): teacher training college; (a) 4, (b) 17, (c) 4 years' lower general secondary education, (d) terminal.
- forskele seminarium* (Denmark): teacher training college for teachers in lower rural primary school; (a) 3, including preparatory class, (b) 19, (c) middle school or rural primary school, (d) terminal.
- fühghadkru matayom achivasuksa* (Thailand): training college for teachers in lower secondary vocational schools; (a) 2, (b) 17, (c) 3 years' upper vocational secondary education, (d) terminal.
- fühghadkru palasuksa* (Thailand): specialized training college for teachers of physical education; (a) 5 in two cycles (3+2), (b) 17, (c) 6 years' secondary education, (d) terminal.
- fühghadkru pratom* (Thailand): training college for primary teachers; (a) 3, (b) 17, (c) general secondary school, (d) terminal.
- gymnastiki akademia* (Greece): specialized teacher training college for teachers of physical culture; (a) 3, (b) 18, (c) 6 years' general secondary education, (d) terminal.
- gymnastika centralinstitutet* (Sweden): teacher training college for physical education; (a) 2, (b) 20, (c) at least 4 years' secondary education, (d) terminal.
- Haushaltungslehrerinnenseminar* (Switzerland—Zürich): specialized teacher training school for teachers of home economics; (a) 2 ½, (b) 18, (c) 2 years' vocational training school of home economics, (d) terminal.
- instituto de educación física* (Peru): college of physical education.
- instituto nacional de ciencias domésticas* (Peru): specialized teacher training college in home economics; (a) 3, (b) 17, (c) 5 years' secondary education, (d) terminal.
- instituto nacional de educación física* (Cuba): specialized secondary and teacher training school of physical education; (a) 4, (b) 15, (c) 9 years' primary education, (d) through examination to faculty of education.
- instituto normal* (Uruguay): teacher training school; (a) 7 (4 general education + 3 professional training), (b) 12, (c) 6 years' primary education, (d) terminal.
- instituto pedagógico* (Venezuela): teacher training college; (a) 4, (b) 18, (c) 4 years' general secondary education or teacher training school, (d) university or terminal.
- instituto pedagógico nacional* (Peru): teacher training college; (a) 4, (b) 17, (c) 5 years' secondary education, (d) terminal.
- institut za učitelji* (Bulgaria): teacher training college; (a) 2, (b) 18, (c) 4 years' general secondary education, (d) terminal.
- istituto magistrale* (Italy): teacher training school; (a) 4, (b) 14, (c) 3 years' lower general secondary education, (d) terminal but possibility of further specialized study at university level.
- kennaraskóli* (Iceland) teacher training school; (a) 4, (b) 15, (c) middle or lower secondary school, (d) terminal.
- kindergarten teacher-training centre* (New Zealand): State-subsidized training course for teachers in pre-primary schools; (a) 2, (b) 17, (c) minimum of 3 years' secondary education, (d) terminal.
- Kinderärztinnen- und Hortnerinnenseminar* (Switzerland—Zürich): teacher training school for women pre-primary teachers; (a) 2, (b) 18, (c) 3 years' upper secondary school for girls (see *höhere Töchter Schule*), (d) terminal.

(a) Duration of course in years; (b) Average entrance age; (c) Standard of entry; (d) Possible further education.

- köy enstitüsü* (Turkey): rural teacher training school; (a) 5, (b) 12, (c) 3 years' primary education, (d) possibility of further training at college level.
- kweekschool* (Netherlands): teacher training school for primary teachers; (a) 5, (b) 15-18, (c) minimum 9 years' general education, (d) usually terminal but possibility of further studies at school of social work or teacher training college for secondary school teachers.
- laererinneskole i husstell* (Norway): specialized teacher training school for teachers of home economics; (a) 1 or 2, (b) —, (c) vocational training school of home economics + practical experience, (d) terminal.
- laererskole* (Norway): teacher training college; either (a) 4, (b) 15, (c) continuation school (1 or 2 years post-primary), (d) further professional study at State college for teachers; or (a) 2, (b) 19, (c) 5 years general secondary education, (d) higher education.
- Lehrerbildungsanstalt* (Austria): teacher training school; (a) 5, (b) 15, (c) upper primary or lower secondary studies (8 years' schooling), (d) higher education.
- liceum pedagogiczne* (Poland): teacher training school; (a) 4, (b) 14, (c) 7 years' primary education, (d) through examination to professional training at higher level.
- madrasat al-tarbiyah al-badaniyah* (Lebanon): specialized teacher training school for physical education instructors; (a) 2, (b) 15, (c) 4 years' lower secondary education, (d) terminal.
- maḥad al-mu'allimin* (Egypt): teacher training school including a 5-year general course at secondary level (*'ām*) leading through public examination to 2 years' professional training (*khās*); (a) 7 in two cycles (5+2), (b) 13, (c) full course based on 6 years' primary education but pupils may enter after 4 or 5 years' secondary education, (d) full course is terminal but pupils who have completed the general course may enter various institutions of higher education.
- maḥad al-tarbiyah al-badaniyah al-ibtidā'i* (Egypt): specialized teacher training school for physical education instructors; (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal.
- maḥad idād al-mu'allimin* (Saudi Arabia): teacher training school; (a) 5, (b) 13, (c) 6 years' primary education, (d) through public examination to college of Muhammadan law.
- manual and trade teacher training school* (Rep. of Ireland): specialized teacher training course for teachers in vocational schools of trades and industries; (a) 2, (b) 19, (c) 4 years' vocational education, (d) terminal.
- middle teachers' school* (Afghanistan): teacher training school for teachers in middle (lower secondary) schools; (a) 6, (b) 13, (c) 6 years' primary education, (d) through examination to higher education.
- normal college*: see *training college*. Term also used in this volume to designate, in Rep. of Korea, a teacher training college for teachers in middle schools; (a) 2, (b) 18, (c) 3 years' high (upper secondary) school or normal (teacher training) school, (d) terminal with possibility of higher education at university level.
- normal school* ◇ Pakistan: teacher training college; (a) 2 or 3, (b) 16, (c) usually 5 years' secondary education but some pupils admitted from *middle school* (2 or 3 years'), (d) terminal. ◇ Rep. of Korea: a teacher training school; (a) 3, (b) 15, (c) 3 years' secondary education at middle school, (d) further professional training at normal college for students wishing to teach at a middle school, or higher education.
- Oberseminar* (Switzerland—Zürich): upper course at teacher training school (see *Unterseminar*); (a) 1, (b) 19, (c) 4 years' teacher training at *Unterseminar*, (d) further specialized study at university.
- öğretmen okulu* (Turkey): teacher training school; (a) 3, (b) 15, (c) 3 years' lower secondary education, (d) through examination to further professional training.
- opleidingsschool voor volksonderwijzers* (Netherlands New Guinea): teacher training school.
- opleiding voor nijverheidsonderwijs* (Netherlands): training classes for intending teachers in vocational schools for boys or girls.
- pädagogisches Institut* (German Dem. Rep.): teacher training school for teachers in lower cycle of primary education; (a) 3, (b) 15, (c) 10 years' primary education, (d) terminal.
- paidagogika akademia* (Greece): teacher training college; (a) 2, (b) 18, (c) 6 years' general secondary education, (d) terminal.
- primary teachers' school* (Afghanistan): teacher training school; (a) 5, (b) 13, (c) 6 years' primary education, (d) terminal.
- pupil-teacher classes* (Malaya): part-time teacher training classes combined with practice teaching under direction of headmaster (Malay primary schools only); (a) 2, (b) 13, (c) 6 years' primary education, (d) teacher training school.
- pupil teaching* (Zanzibar): initial year as pupil teachers to be completed by men students before they are admitted to a teacher training centre.
- scuola di magistero professionale per la donna* (Italy): specialized teacher training school for teachers in vocational schools for girls; (a) 2, (b) 17, (c) 3 years at vocational training school for girls, (d) terminal.
- scuola magistrale*: teacher training school. ◇ Italian Somaliland: (a) 3, (b) 14, (c) 3 years' lower secondary education, (d) terminal. ◇ Switzerland—Ticino: (a) 4, (b) 16, (c) 4 years' lower secondary education, (d) specialized higher education outside the canton.
- scuola normale di economia domestica* (Switzerland—Ticino): special teacher training school for teachers of home economics and trades for women; (a) 3, (b) 16, (c) 8 years' primary education + 1 year preparatory class, (d) terminal.
- sekolah guru A (SGA)* (Indonesia): teacher training school at upper secondary level; (a) 3, (b) 15, (c) 3 years' secondary education, (d) terminal.
- sekolah guru B (SGB)* (Indonesia): teacher training school at lower secondary level; (a) 3, (b) 12, (c) 6 years' primary education, (d) terminal.
- sekolah guru kepandaian putri* (Indonesia): specialized teacher training school for teachers of home economics; (a) 3, (b) 15, (c) 3 years' home economics course at *sekolah kepandaian putri*, (d) terminal.
- seminarium*: see *almindeligt seminarium* and *forskole seminarium*.
- senior normal school* (Malaya): teacher training school for Chinese students; (a) 2, (b) 16, (c) 3 years' secondary education, (d) terminal.
- studerlinie på seminarium* (Denmark): accelerated course at teacher training college; (a) 2 ½, (b) 18, (c) graduation from *gymnasium* (9 years' previous schooling), (d) terminal.
- tadrib al-mu'allimin* (Jordan): teacher training college (incomplete); (a) 1 (recently expanded to 2), (b) 18, (c) 4 years' general secondary education, (d) terminal.
- teachers' centre* (Kenya): teacher training school and college with courses at four different levels—T1, T2, T3 and T4; (a) 2, (b) T1—19, T2—17, T3—15, T4—13, (c) T1—4 years' secondary education, T2—2 years' secondary, T3—8 years' primary, T4—6 years' primary, (d) all terminal.
- teachers' courses* (N. Rhodesia): teacher training schools with courses at different levels (T5 to T1); (a) 1 to 3, (b) varies, (c) from 6 to 13 years' formal schooling according to course taken, (d) terminal.
- teachers' training college*. ◇ New Zealand: institution providing teacher training courses at two levels, *post-secondary*: (a) 2 with possibility of 3rd year of specialized training, (b) 17, (c) minimum of 3 years' secondary education, (d) ter-

minal; and *post-graduate*: (a) 2, (b) usually 21-24, (c) university degree, (d) terminal. ◇ Mauritius: (a) 2, (b) 18, (c) 5 years' secondary education, (d) possibility of further professional study abroad.

teachers' training college: term used in this volume to designate, in Israël, a teacher training college sometimes with secondary classes attached; (a) 2, (b) 18, (c) 4 years' secondary education, (d) through examination to higher education.

teacher training centre: teacher training school. ◇ S. Rhodesia: with lower and upper courses preparing teachers for lower and upper classes of primary schools respectively; (a) each course 2 years, (b) 13 (lower) or 15 (upper), (c) 8 years' primary education (lower) or 2 years' secondary (upper), (d) both courses terminal. ◇ N. Nigeria, with four types of course: *course for vernacular teachers*; (a) 4, (b) 12, (c) 4 years' primary education; *bridge course for selected teachers*; (a) 2, (b) —, (c) previous course plus teaching experience, (d) further professional training; *elementary teachers' course*, (a) 2, (b) —, (c) previous course or lower secondary education; *middle teachers' course*, (a) 2, (b) —, (c) previous course plus teaching experience. ◇ S. Nigeria: with three types of course: *elementary course*; (a) 2, (b) 14, (c) 8 years' primary education; *higher elementary course*; (a) 2, (b) 19, (c) 6 years, secondary education; *special course*; (a) 2, (b) —, (c) previous course plus teaching experience. ◇ Tanganyika: with courses at two levels; either (a) 2, (b) 15, (c) 4 years' middle school or 2 years' secondary school, or (a) 2, (b) 17, (c) 4 years' secondary school, (d) both courses terminal. ◇ Uganda: with courses at varying levels for teachers in vernacular schools; (a) 3, (b) 12, (c) 6 years' primary education; for teachers in primary schools; (a) 3, (b) 15, (c) 3 years' secondary education; and for teachers in junior secondary schools; (a) 2, (b) 18, (c) 6 years secondary education. ◇ Zanzibar: (a) 2—but men students must complete a year of pupil teaching before beginning the course, (b) 16, (c) 2 years' lower general secondary education, (d) terminal.

teacher training classes (Malaya): teacher training classes attached to Indian primary schools; (a) 3, (b) 13, (c) 6 years' primary education, (d) terminal.

teacher training college: an institution for the preparation of teachers, with courses of a professional nature at the post-secondary level. Used in this sense as a generic term in the present volume, and distinguished from 'teacher training school'. English-using countries follow no clear pattern,

omitting one or the other of the two adjectives and sometimes preferring 'teachers' to 'teacher'. The single country having the form given here is Gold Coast: an institution with courses at both secondary and post-secondary level; for A certificate: 4-year course; (a) 4, (b) 16, (c) 10 years' primary education, or 2-year course; (a) 2, (b) 20, (c) 6 years' primary education; for B certificate: (a) 2, (b) 16, (c) 10 years' primary education, (d) all courses terminal.

teacher training course (Swaziland): teacher training school; (a) 2, (b) 18, (c) 3 years' secondary education, (d) terminal.

teacher training school: an institution for the preparation of teachers, with both general education and professional courses at an upper secondary level. Used as a generic term in the present volume in the attempt to distinguish at least two levels of institution, the 'school' and the 'college'. The term is not current in any English-using country.

training college. ◇ Basutoland: teacher training school offering also a non-professional course of general secondary education; (a) 3, (b) 15, (c) 8 years' primary education, (d) terminal or transfer to high school. ◇ Bechuanaland: residential teacher training school; (a) 3, (b) 15, (c) 8 years' primary education, (d) terminal. ◇ Ceylon: teacher training college; (a) 2, (b) 16, (c) 5 years' general secondary education; (d) terminal. ◇ Rep. of Ireland: teacher training college; (a) 2, (b) 19, (c) 4 years' secondary education, (d) terminal. ◇ Malaya: teacher training school for Malays; (a) 3, (b) 15, (c) 2 years' pupil-teacher classes, (d) terminal. ◇ Union of S. Africa: synonymous with *normal college* for a teacher training college with courses at two levels; either post-secondary, (a) 2 for lower primary certificate or 3 for higher primary certificate, (b) 18, (c) 5 years' secondary education, (d) terminal; or post-graduate, (a) 1 year after university degree for secondary teachers' diploma or 2 for degree in education, (b) 21-24, (c) B.A. or B.Sc. degree, (d) terminal.

učiteljska škola (Yugoslavia): teacher training school; (a) 5, (b) 15, (c) 4 years' lower secondary education, (d) higher education at faculty of arts.

Unterseminar (Switzerland—Zürich): lower course at teacher training school; (a) 4, (b) 15, (c) 3 years' lower secondary education, (d) further course of training (see *Oberseminar*).

(*Statens*) *yrkeslaererskole* (Norway): specialized teacher training school for teachers of vocational subjects; (a) 1½, (b) 18, (c) vocational training at secondary level, (d) terminal.

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